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ABSTRACT

The goals of this curriculum resource guide are to: (1) explore subject integration at the primary level through the reflective experiences of educators; (2) provide visual and verbal activities that enhance student learning; (3) provide a forum for educators to present their instructional experiences through the theme across the curriculum approach; and (4) provide a resource for flexible curriculum implementation that adapts to the needs of individual students and educators. There are four sections in the guide, one for each grade from early childhood classrooms to grade three. Each section, written by a different educator, has the following components: (1) a philosophy; (2) an introduction to the section theme; (3) 5 general learning expectation questions; (4) 5 major activities; (5) 5 extended activities; (6) 15 support activities provided by the authors other than the section author; and (7) blank forms that invite the educator to design more creative activities. Each section has an appropriate theme and central topic for the grade level, and activities are based on learning expectation questions concerned with: general definitions, people, environment, matter, and animals. The theme and central topic of each section are: early childhood services--identity and my world; grade one--interaction and seasons; grade two--change and culture and traditions; and grade three--movement and patterns. Flash cards of student artwork, with brief critiques, are provided to strengthen art appreciation skills and to introduce document themes as story starters and bulletin board displays. Contains 23 references. (TJQ)

LEARNING THROUGH VISIONS

Primary Grades

A RESOURCE GUIDE for EARLY CHILDHOOD SERVICES and GRADES ONE, TWO and THREE

ED 396 813

PS 024098

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LEARNING THROUGH VISIONS

PRIMARY GRADES

A RESOURCE GUIDE

for

EARLY CHILDHOOD SERVICES

and

GRADES ONE, TWO AND THREE

Northland
SCHOOL DIVISION
No. 61

1994

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LEARNING THROUGH VISIONS — PRIMARY LEVEL

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Cover Critique: For children at the ECS level reflection on an experience is more important than being able to portray the experience in a literal way. This child's art exemplifies this point very well in that the paint is laid down without any intent to portray objects or events as we see them. One imagines that the child enjoyed the tactile feeling of depositing paint on paper and repeating gobs of colour in lush gobs. Through using paints in an exploratory way the child learns to deal with colour, shape, line and textures.

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Introduction

Welcome to the Northland School Division Curriculum Development Resource Guide, *Learning Through Visions*, for Early Childhood Services (ECS) and Grades One, Two, and Three. The goals of this resource guide are to:

- explore subject integration at the primary level through the "reflective" experiences of our educators;
- provide visual and verbal activities that enhance student learning;
- provide a forum for educators to present their instructional experiences through the theme across the curriculum approach; and
- provide a resource for flexible curriculum implementation that adapts to the needs of individual students and educators.

There are four sections in *Learning Through Visions*, one for each grade from Early Childhood Services to Grade Three. Each section written by an educator in Northland School Division has the following components:

- a philosophy;
- an introduction to the section theme;
- five general learning expectation questions;
- five major activities;
- five extended activities;
- fifteen support activities provided by authors other than the section author; and
- blank forms that invite the educator to design more creative activities.

Flash cards of student artwork with brief critiques are provided to strengthen art appreciation skills. These can also be used to introduce document themes as story starters and as bulletin board displays. Forms accompanying the flash cards are aimed at encouraging the teacher and student to reflect on these questions: What do I see in this artwork? What do I feel about this artwork? How is this artwork organized (art elements and art principles)? What materials did the artist use? What techniques did the artist use to produce this artwork?

All *major* activities are interfaced *(where applicable) with the *Alberta Education Elementary Art Curriculum Guide* (1985), *Alberta Education Elementary Music Curriculum Guide* (1989), *Alberta Education Elementary Science Curriculum Guide* (1983), *Proposed Alberta Education Elementary Science Program of Studies* (1994), *Art in Action, Teacher's Manual* (Hubbard, 1987), *Discover Art, Teacher's Edition* (Chapman, 1985), *Early Childhood Services Booklet Series, Northland School Division* (1985), *Early Childhood Services Handbook, Northland School Division* (1985), *Early Explorations in Mathematics and Science* (Harcourt & Wortzman, 1992), *Explorations in Science* (Wortzman et al., 1992), and *Music and You, Teacher's Edition* (Staton et al., 1991). Locate these under the heading entitled *Integration/ Enrichment Sources.*

Grade	Theme	Central Topic
ECS	Identity	My World
Grade One	Interaction	Seasons
Grade Two	Change	Culture and Tradition
Grade Three	Movement	Patterns

Each author chose an appropriate theme and central topic for his or her grade level.

In addition, the authors developed, adapted, and tested activities based on the general learning expectation questions.

* If an Early Childhood Services source is unavailable, a Grade One source is cited.

Each question is concerned with one of the following:

- general definition
- people
- environment
- matter
- animals

For example, at the Grade Two level ***Change*** is the theme, ***Culture and Traditions*** is the central topic, and the general learning expectation questions are:

1. What is change? (General Definition)
   Major activity: How the Cree World Began
2. When people change is there an effect on their culture and traditions? (People)
   Major activity: Changes in a People's Language
3. How does the changing of an environment alter a culture and its traditions? (Environment)
   Major activity: Healing Mother Earth
4. Do the changing forms of matter lead to changes in a culture and its traditions? (Matter)
   Major activity: Matter Changes with the Seasons
5. How do changes in animals affect a culture and its traditions? (Animals)
   Major activity: Animal Legends

The extended and support activities were born out of an enthusiastic exchange of possibilities among the authors to strengthen understanding of the themes. The rule for developing activities was: "Don't force the fit; provide creative outlets for ideas about teaching and learning." Hence, all the authors provided material for the support activities at all grade levels. Any of the activities can be adapted for any of the grade levels. **It is important to note that ultimate decisions about how and when an activity is used in the classroom must remain with the educator.**

Different authors employ different writing styles and formats. Learning centres, for example, are emphasized in the Early Childhood Services component and the format of the activities reflects this. Although attention has been given to consistency among these styles and formats, the individual nature of each author's writing has been preserved.

The title of this resource guide, *Learning Through Visions*, arose from early discussions on a project about art education emphasizing the visual learner. As the process continued, the committee members in collaboration with internal and external resource persons, began to explore in depth the notions of subject integration, interdisciplinary teaching, and themes across the curriculum. The current document title reflects the original intention, plus the notion that all teachers have a vision about what they hope to accomplish as co-learners with students throughout the school year.

It is our hope that *Learning Through Visions* will benefit and inspire other educators and students!

C.K. Amber

Early Childhood Services

Identity (My World)

Terry Fontaine

(Early Childhood Services Instructor,
Father R. Perin School)

WITH

Keith Spencer

(Supervisor of Early Childhood Services)

Philosophy

"Learn from the little ones ....

Start with what they know and

expand from there ....

We talk, we think about it, we do it together."

Terry Fontaine

Learning Centres

In teacher-initiated Learning Centres, the teacher uses information about children's needs and interests to develop the centres. The responsive teacher's goal is to move gradually toward more and more child-initiated tasks and centres.

Learning Centres are based on the concept that students develop in a variety of ways. Learning Centres provide many opportunities for students to experiment and to manipulate objects and their symbols to see what results can be produced. Centres also allow children to learn in their own way and at their own pace. They provide young children with an abundance of concrete materials to explore on their own without constant supervision. Centres allow students to use conventional materials in unconventional ways leading to effective learning by discovery. Children experience the freedom to make choices on their own.

Establishing Self-Identity in Early Childhood

All people are continually establishing self-identity but nowhere in the lifespan of a person does so much happen as when they are very young students. From birth to age three, children are continually thinking with intensity about everything around them. Very young children are constantly aware of what is going on around them. Thus, the process of establishing an identity never stops. It is the child's single most important work and is influenced by the people, things and events surrounding the child.

Change in identity is a hallmark of early childhood. Such change is a natural part of the early childhood experience. It is as natural as growth itself — in fact, a very important part of that growth. The older children get, the less susceptible they are to change in the fundamental way they view the world. The foundation stones have been laid. It becomes more and more difficult to provide influences which lead to a profound change in personal identity.

Northland School Division Early Childhood Services In-Home Program

The Early Childhood Services Program (ECS) is intended to meet the developmental and special needs of young students and their families. The child, the parents and the community are the three most important dimensions of the ECS Program. Each dimension is described in terms of outcomes for students, parents and community.

Parental involvement and support for the ECS Program is essential to the constructive and creative development of each child. The family in its various forms is a fundamental and important unit in society. The family is recognized as integral to the developmental and special needs of children.

The Northland School Division In-Home Program supports the ECS Program by providing greater understanding which results from the Local School Board Committee, community groups, parents, staff, and students working together to address the needs of students and the needs of parents as these relate to their children. The *In-Home Program* provides an opportunity for parents to enhance their knowledge and skills in making decisions about the program, about involvement in home visits, and about

evaluation of the effectiveness of the program. Even more important, parents are involved as teachers of their own children in the home through periodic assistance and discussions with the ECS staff. This gives greater opportunity for the ECS parents to be actively and directly involved in the education of their students. The parents, ECS instructors, and students then work together as partners to build an increased understanding of the program to the betterment of all concerned. (For more specific information, refer to "General Goals," p. 3, *Janvier Early Childhood Education In-Home Program Outline*, August, 1986).

Introduction to Activities

In the ECS Program, students' self-esteem and feelings of confidence are developed through experimenting and exploring in their environment. Through play, they learn to use their bodies and cope with the physical world. They practice and develop many skills. They learn about building relationships with others. As they play, they share ideas and extend each other's experiences. Playing with other students is essential to healthy growth.

It takes independence, imagination, initiative, accommodation, and wholehearted interest to learn to develop one's capacities. Young children use these qualities as rich possibilities for play. Play places the inner world of feelings in touch with the outer world of reality. Personalities develop through play which offers an effective avenue for social and emotional growth.

Young children are constantly absorbing and storing sensorimotor impressions which form the basis for learning. They organize and sort these perceptions, begin to use symbols, and develop concepts of relationship. Stimuli from personal relationships as well as stimuli that provide information about the world itself are essential for intellectual and personality development.

LEARNING EXPECTATION QUESTIONS

1. **What is identity? (General Definition)**
2. **How do young people use their senses? (People)**
3. **Why are plants important in my world? (Environment)**
4. **What does it mean to see changes in matter? (Matter)**
5. **Why are animals important in my world? (Animals)**

Question #1
What Is Identity?
(General Definition)

Major Activity #1

Centre: Who Am I?
Goal of Centre: Students will be able to discover various facets of self.
Title: A Gallery of Portraits
Subject Integration: Art, Language Learning, Math
Objective: Students will recognize that people are the same, but different.
Description: Prepare a bulletin board displaying pictures of children's faces taken from magazines. Have students study the faces in the pictures and categorize features in terms of hair, skin, eye colour, shapes of faces and gender and age. (This is a good way to encourage the development of categorization skills since it offers an opportunity to discover attributes of people and to label things using simple words and record-keeping processes.)

Have the students bring mirrors to class and individually explore their own features. Have them make self-portraits and glue them on squares of paper. Have them draw and colour a frame around the edges of the squares of paper. Glue all the portraits to a large sheet of paper. Attach these to walls or to bulletin boards. Have the students label their portraits with their names.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 1, pp. 6-7) Activity: "Drawing Art in Your World."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10i) Purpose: Record or document activities, people, and discoveries. Concept C: Family groups, people, relationships can be recorded visually.

Art in Action (Teacher's Manual Grade One, Lesson 34, pp. 57-59) Activity: "Artists Paint People."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 REFLECTION, Component 3) Appreciation: Interpret art works literally. Concept C: An art work tells something about its subject matter and the artist who made it.

Integration/Enrichment Sources continued on page 8

Integration/Enrichment Sources, continued from page 7

Music and You (Teacher's Edition Grade Kindergarten, Unit 3, Lesson 2, p. 60) Activity: "Focus: Rhythm."

Alberta Education Elementary Music Curriculum Guide 1989 — Rhythm, Concept 1: Music may move to a steady beat.

Music and You (Teacher's Edition Grade One, Unit 1, Lesson 1 • Core, p. 1C) Activity: "Focus: Steady Beat."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Rhythm, Concept 1: Music may move to a steady beat.

Early Explorations in Mathematics and Science (Kindergarten, Unit —Come and Collect, p. 46) Activity: "Sharing Special Treasures," p. 56.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Science; Topic: Senses.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Matter and Energy: Properties of Objects, Subject Matter — Objects can be identified, grouped and ordered on the basis of physical properties such as colour, hardness, size, shape, texture, mass, volume, smell and sound.

Early Childhood Services Northland School Division Booklet — ME (1985).

Extended Activity #1

Title: Body Tracing
Subject Integration: Art, Language Learning
Objective: Students will understand that their bodies have shape and that clothes and decoration can change the way we view people.
Description: Have students pair off. Have one student trace the outline of the other's body onto a large piece of paper. Have them label the body parts (arms, legs, stomach, head, feet, hands) on the paper. Have students colour the drawings. Have them use tempera paint to colour and texture the skin, hair, and clothing. Display the drawings around the classroom.

SCHOOL TEMPERA PAINT

One ice cream pail half full of water

2-3 cans of powdered tempera

3/4 cups Elmers dry wallpaper paste

2 lidfuls Dettol

Stir/whip with wire whisk or an old electric blender until consistency of heavy cream. Cover tightly. Stir before using.

Further extend this idea by having the children consider:

- how we identify similarities and differences in faces and in bodies; and
- how we identify roles by the ways people dress (e.g., police, fire fighters, athletes and people from different cultures).

As well, have students research special clothing (e.g., historical, technological, fantasy) and draw some of these. Then have them pin the drawings onto the original body tracings.

Support Activities #1

Title: Colour in Art
Subject Integration: Art
Objective: Students will learn about colour categories and ranges.
Description: Get a set of paint chips (one for each student) from a paint supply store. Select shades of red, yellow, and blue. Glue a colour chip onto a name tag for each student. Invite a student with a blue chip to find other members of the blue chip family. Have them line up from dark to light blue and notice how varied a colour can be. During the week invite each family of colours to bring to class something red, yellow or blue and add each contribution to a bulletin board divided into these colour families.

Title: Personal Portraits
Subject Integration: Art, Language Learning
Objective: Students will understand the components of portraits.
Description: Show students portraits of people. Invite them to talk about features of portraits (e.g., position people are in, background, appearance). Have students draw and colour their own portraits on construction paper, including backgrounds. Then have each student explain to the whole class the features of his or her portrait.

Title: What These Hands Can Do
Subject Integration: Language Learning
Objective: Students will identify things they do well.
Description: Open this activity with a group discussion in which students brainstorm things their hands can do well. On the fingers of a large pair of hands drawn on the chalkboard, list students' suggestions (e.g., throw a ball, pick flowers, brush teeth, paint with fingers). Focus can be given to this activity in such areas as health, physical education and work.

FINGER PAINT

1 cup sugar

2 cups cold water

1 cup flour

A few drops of oil of cloves

Mix together and cook.

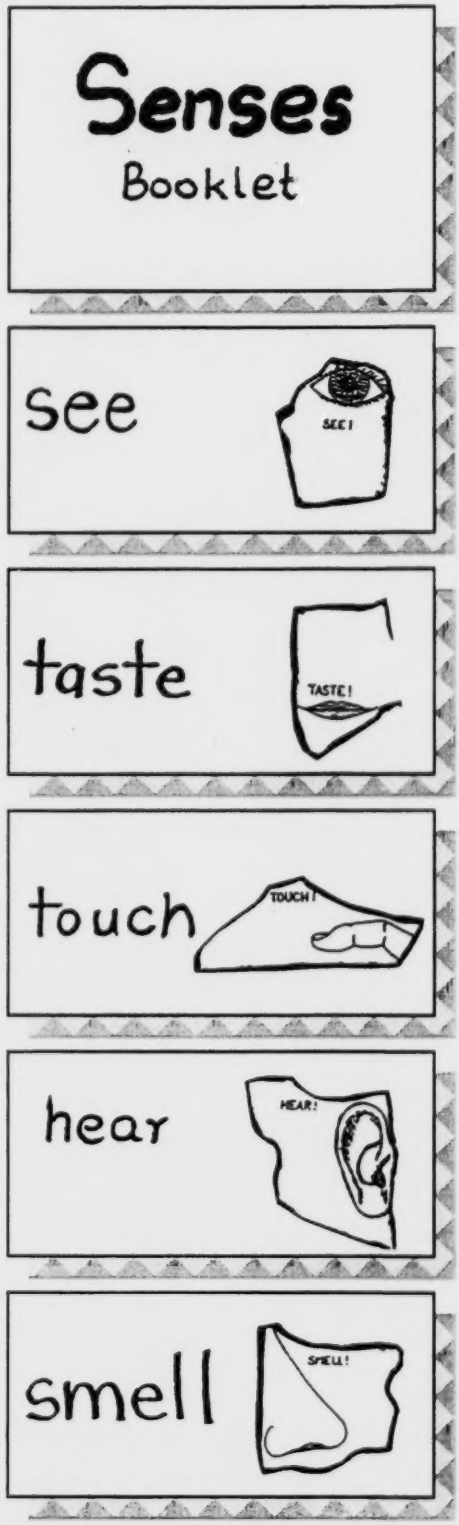
Question #2
How Do Young People Use Their Senses?

(People)

People use their senses to communicate to others their unique understanding of the world. People rely on their senses to interpret their world (to see, to smell, to hear, to taste, to touch). In the following activities, students use their senses to understand their place in the family unit or in the community. In the process of interacting with family members students use their senses to gain an understanding of who they are. As participants in both family and community systems, students will inevitably use their senses during various interactions.

Major Activity #2

Centre: Discover Senses!
Goal of Centre: Students will be able to identify and appreciate the five senses.
Title: Exploring the Five Senses
Subject Integration: Art, Language Learning, Science
Objective: Students will be able to identify the five senses: sight, smell, sound, taste, and touch.
Description: Develop five centres, each representing one of the five senses. Distribute one "Senses Booklet" to each child. (Each page is labelled with one of the five senses.) Have students draw items from each centre on the appropriate pages. Here are some suggestions.



Taste Centre

Explore different tastes like spices, sweeteners, fruits, and vegetables (e.g., cooked, raw, canned, smoked). Classify foods according to tastes (e.g., sweet, sour, bitter, salty). Use blindfolds to test awareness of tastes. Make collages with seeds, shells, peelings, and corn husks. Make a salad with the students. Discuss why we combine sweet, sour and bland flavours. Talk about colour use in salads. After making and eating the salad, have students draw or paint salads.
Note: Be aware of any food allergies students might have.

Smell Centre

Explore different smells (e.g., spices, flavourings, perfume, flowers, plants, furs, feathers). Burn scented candles, feathers, hair, wool, leaves. Smell foods before and after cooking. Since art often deals with the illusion of sensory experiences, make a collage that stimulates the sense of taste or smell.

Sight Centre

Have available a magnifying glass and such objects as glasses, a Braille book, a flashlight, an old camera, and a fluorescent light. Have students do crayon rubbings of shapes and textures they see in the Centre. Have available in the Centre flat objects with hard raised surfaces such as grates, metal washers, wire screening and plastic baskets. Have students make a chalk or charcoal rubbing of the surface of leaves by pressing the back sides of the leaves on tissue paper.

Have students do a painting of their birthday party or a dinner of all their favourite things.

Have students do a painting in shades of one colour. Focus on warm and cool colours. Have some students choose warm colours and do the whole painting in warm colours. Have them describe how the selected colours make them feel.

Listening Centre

Make tapes of sounds in school, at home, and in the community. Have available a set of picture cards based on the sounds. Explore and match sounds of rhythms and instruments. Fill empty pop bottles with different amounts of water to produce different sounds. Have students strike these with rhythm sticks and listen to the sounds.

Make shakers by filling cans with beans, corn or sand. Attach a lid and decorate. Make tambourines from paper or tin foil plates. Sew together and add ribbons to decorate.

Touch Centre

Have available a container filled with interesting objects (e.g., different fabrics, shells, cactus, brushes, pine cones, wood, styrofoam, sandpaper, metal, warm and cold objects). Have students reach into the container and identify objects by touch. Check to see if each object has been correctly identified.

Make sand blocks by gluing sandpaper on wooden blocks.

Make a sand painting by dropping coloured sand onto a design made of glue on cardboard paper.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 5, pp. 14-15) Activity: "Collage Cutting and Pasting Paper."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10iii) Media and Techniques: Use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts. Concept A: Drawing — Make drawings from direct observation.

Art in Action (Teacher's Manual Grade One, Lesson 10, pp. 15-17) Activity: "Your Skin Can Tell You About Texture."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 DEPICTION, Component 6) Qualities and Details: Represent surface qualities of objects and forms. Concept A: Texture is a surface quality that can be captured by rubbings or markings.

Music and You (Teacher's Edition Grade Kindergarten, Unit 1, Lesson 3, p. 10) Activity: "Focus: Part and Whole."

Alberta Education Elementary Music Curriculum Guide 1989 — Early Childhood Services Form, Concept 1: Music can be organized into sections — alike or different.

Music and You (Teacher's Edition Grade One, Unit 7, Lesson 4, p. 146) Activity: "Focus: Same and Different."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Form, Concept 1: Music can be organized into sections — alike or different.

Early Explorations in Mathematics and Science (Kindergarten, Unit —Come and Collect, p. 46) Activity: "Science Centre — Using Your Senses," p. 72.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Science, Topic: Senses.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Matter and Energy: Properties of Objects, Subject Matter — Objects can be identified, grouped and ordered on the basis of physical properties such as colour, hardness, size, shape, texture, mass, volume, smell and sound.

Early Childhood Services Northland School Division Booklet — *SENSES (1985).*

Extended Activity #2

Title: Blindfold Walk
Subject Integration: Art, Language Learning
Objective: Students will appreciate the value of their senses.
Description: Take a blindfolded partner for a walk. Watch for steps, doors and obstacles in the way. Use parents and older students to supervise. Then have students reverse roles. Have students then discuss how it felt to be without one of the senses (e.g., sight). Ask them to discuss how they felt about their partner's help. Write, illustrate, and display a class story about the experience.

Support Activities #2

Title: Family Trees
Subject Integration: Art, Language Learning, Social Studies
Objective: Students will identify with members of their families and of their communities.
Description: Give each student a large piece of paper on which they draw a leafless tree. Distribute precut shapes of leaves. Tell children that each leaf represents an important family member. (Some students will need more leaves than others.) Ask them to draw a picture of a family member on each leaf. Label the leaves for the students as they complete their drawings. Place all of the trees together on a bulletin board. Talk about students' roles as members of a community.

Title: Grouping and Graphing
Subject Integration: Language Learning, Math
Objective: Students will categorize aspects of the senses.
Description: Have students sit in a group and review the basics of categorizing, grouping and graphing. Ask such questions as: Into how many groups could we divide the class? What characteristics could we look at to categorize people into groups? Place suggestions on the chalkboard.

Have students pick one of the suggestions and construct a graph. Have them record the appropriate information for their graphs (e.g., number of family members, number of sounds in the room, number of different tastes and smells at lunch). Have them consider which senses were most used and why.

Title: Special Services in Communities
Subject Integration: Art, Drama, Science, Social Studies
Objective: Students will identify special services that help them in their community.
Description: Communities have services that are unique to them. These services can be identified and described. Have students choose roles to play and act out the roles in a drama activity. Have them brainstorm all the tools, clothes and equipment needed for a particular service. In a large group, have them pick one or two and identify all the senses they might find on the job. Students can then draw all the things needed for a chosen service activity and talk about this sensory information (e.g., sights, sounds and smells of hospitals, clinics, fire departments).

Question #3
Why Are Plants Important In My World?
(Environment)

Major Activity #3

Centre: The Environment
Goal of Centre: Students will understand that plants are part of the environment.
Title: Plant Growth and Change
Subject Integration: Language Learning, Science
Objectives: Students will understand that plants require water and sunlight to grow, that plants give off gas vital to human life, and that plants and forests sustain human life on our planet.
Description: Plant different kinds of seeds (bean seeds are fast growing) and have students care for them. Record the plants' growth. Neglect several seeds and plants to discover what happens if there is no water or if they are put out of the sun. (Bean seeds can be planted against a paper towel in a jar and grass seeds can be planted on a sponge.) Ask such questions as: Where do plants come from? Do plants/seeds need water, sunlight, and nutrients to grow? Do plants grow at the same speed? What influences speed of growth? How are seeds different from one another? Where do new plants come from if we don't plant them? How do plants get from one place to another? What happens to plants when they get old?

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 19, pp. 42-43) Activity: "Drawing, People — Showing How You Play."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10i) Purpose: Record or document activities, people and discoveries. Concept B: Special events such as field trips, visits, and festive occasions can be recorded visually.

Art in Action (Teacher's Manual Grade One, Lesson 39, pp. 65-66) Activity: "Shapes in Nature."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 REFLECTION, Component 1) Analysis: Notice commonalities within natural objects or forms. Concept A: Natural forms have common physical attributes according to the class in which they belong.

Integration/Enrichment Sources continued on page 15

Integration/Enrichment Sources, continued from page 14

Music and You (Teacher's Edition Grade Kindergarten, Unit 7, Lesson 5, p. 178) Activity: "Focus: Rhythm and Movement."

Alberta Education Elementary Music Curriculum Guide 1989 — Early Childhood Services Playing Instruments, Concept 1: Explore the sounds of various musical instruments.

Music and You (Teacher's Edition Grade One, Unit 3, Lesson 5 • Core, p. 62-63) Activity: "Focus: Beat Notation; Song — Over The River and Through the Wood," pp. 66-67.

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Moving, Concept 2: Move to the beat in music through walking, running, hopping, galloping, and skipping as appropriate to the psychomotor development of the student.

Early Explorations in Mathematics and Science (Kindergarten, Unit —Castles and Construction Sites, p. 158) Activity: "Building Buildings," p. 192.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Technology, Topic: Building Things.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Living Things and Environment: Environment, Subject Matter — Our environment includes all of our surroundings, both man-made and natural. It plays an important role in our lives. Humans can change the environment in many ways.

Early Childhood Services Northland School Division Booklet — SNOW, SPRING (1985).

Extended Activity #3

Title: Appreciation of Landscape During Recreation

Subject Integration: Art, Language Learning, Physical Education, Science

Objective: Students will understand that the environment provides a place to observe nature and to enjoy recreational activities.

Description: Take students on a field trip outside on the school property to practice skiing. Discuss the equipment. Discuss the beauty of the landscape. Invite students to discuss how plants are beautiful to view and are important in protection against erosion. Have students draw their experiences. Have students paint their experiences. Invite them to do a crayon resist painting using the white crayon to create and fill in a landscape of snow and the colours for plants on white paper. Suggest how crayons can be used as texture. When the crayon drawing is finished, have students wash over the entire page with diluted tempera paint. Several colours of tempera paint can be used on the various parts of the landscape.

Note: Crayon Resist is a process in which paint is applied to a surface after it is crayoned. If the crayon is applied thickly enough and the water based paint is thin enough the crayon will "resist" the paint (*Alberta Education Elementary Art Curriculum Guide*, p. 105, 1985).

Support Activities #3

Title: Making Paper, Recycling Paper
Subject Integration: Language Learning, Math, Science
Objective: Students will understand and apply the procedures for recycling paper.
Description: Put 300 millilitres of water into a blender. Mix, and slowly add carrot or potato peels and newsprint. Blend until mixture is thick. Put half the pulp from the blender into a large bowl. Add 400 millilitres of water. Mix with a spoon. Stretch a nylon stocking over one end of a tin can. Put an elastic band around the stocking to hold it in place. Put the can on top of a thick layer of paper towels. Spread the pulp evenly over the stocking. Press hard to get the lumps and water out. Carefully take the elastic band and nylon stocking off the tin can. Peel off the wet paper and lay it out to dry on a paper towel. Iron the paper flat and you've recycled paper.

Title: If I Were In A Forest
Subject Integration: Language Learning
Objective: Students will reflect on the environment of a forest.
Description: Have students brainstorm responses to these questions: What is a forest? What is it made up of? Write the responses on the chalkboard. Read the following pattern poem aloud. Then ask for responses to this question: If I were in a forest, what would I be or see? Shape the students' responses into a class poem. Have students illustrate the poem.

Title: Sorting Seeds
Subject Integration: Art, Science
Objective: Students will identify the different patterns found in matter in their environment.
Description: Collect a variety of seeds and enough hand lenses so partners can share them. Have students practice grouping seeds according to such properties as colour and size. Have the students use the hand lenses to study the seeds. Record the characteristics on a chart or graph. Soak the seeds overnight and make jewelry (e.g., a bean necklace).

IF I WERE IN A FOREST

If I were in a forest, what would I see?
I would see the trees looking at me.
They would have branches reaching high,
Grabbing at the sun in the sky.

If I were in a forest, what would I see?
I would see the grass looking at me.
It would be nice and green and very sweet,
It would feel cool and tickle my feet.

If I were in a forest, what would I see?
I would see a bear looking at me.
He would be big and very brown,
I would get scared and turn around.

If I were in a forest, what would I see?
I would see a rabbit looking at me.
He would be bouncing and soft and white.
Our poem is over
So we'll say goodnight.

Shelley Willier and Grade 2 Students,
Atikameg-Sovereign School

Question #4

What Does It Mean To See Changes In Matter? (Matter)

Major Activity #4

Centre: Baking Fun!
Goal of Centre: Students will understand that matter is anything that takes up space. Matter is liquid, solid, or gas (forms). Matter can change forms.

Title: Making Bannock
Subject Integration: Art, Math, Science
Objective: Students will understand that substances (matter) change form in the baking process (heat causes change in matter).
Description: Have students sit around the table. Have them take turns measuring the bannock ingredients and mixing the ingredients together. Recipes vary. Try this one:

BANNOCK

8 cups flour

4 tablespoons lard

3 cups water

1 tablespoon baking powder

Mix ingredients together with your hands in a medium size bowl. Pour water and mix with a fork. Put the dough onto cookie sheets and put them into the oven. Cook for about one-half hour at 300 degrees or until it is brown. When done, put lard on the bannock and eat it.

Note: Baking powder acts as a leavening agent. Agents most frequently used to leaven flour mixtures are steam, air, and carbon dioxide gas. Carbon dioxide gas is produced by combining baking powder, baking soda, and yeast with acid. Milk and sugar both contain acid in enough quantity to release carbon dioxide into the flour mixture. Specifically, baking powder is sulphate-phosphate that releases carbon dioxide. Where heat and moisture are added, the process releases pockets of carbon dioxide into the flour mixture causing the mixture to expand up and out. The addition of trapped carbon dioxide creates a light and fluffy texture.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 10, pp. 24-25) Activity: Painting, "Mixing Colours of Paint."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10iii) Media and Techniques: Use media and techniques with an emphasis on exploration and direct methods in drawing, painting, printmaking, sculpture, fabric arts, photography, and technographic arts. Concept B: Painting — Uses paint in combination with other media and techniques.

Art in Action (Teacher's Manual Grade One, Lesson 8, pp. 12-14) Activity: "Colour Families."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 COMPOSITION, Component 8) Unity: Create unity through density and rhythm. Concept A: Families of shapes and shapes inside or beside shapes create harmony.

Music and You (Teacher's Edition Grade Kindergarten, Unit 8, Lesson 1, pp. 198-199) Activity: "Focus: Tone and Colour"; Song — Draw a Bucket of Water, pp. 200-201.

Alberta Education Elementary Music Curriculum Guide 1989 — Early Childhood Services Creating, Concept 1: Use suitable sound effects for poems and songs.

Music and You (Teacher's Edition Grade One, Year End Review, pp. 182-183) Activity: "Musical — The Land of Water," pp. 186-187.

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Creating, Concept 1: Use suitable sound effects for poems and songs.

Early Explorations in Mathematics and Science (Kindergarten, Unit —Mud Pies and Raindrops, p. 118) Activity: "Science Centre — Soaking Up Water," page 145.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Science; Topic: Senses.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Matter and Energy: Properties of Matter, Subject Matter — Matter occupies space, has mass and can be classified into three distinct forms (solids, liquids and gases).

Early Childhood Services Northland School Division Booklet—COLOUR AND SHAPES (1985).

Extended Activity #4

Centre: Water Table
Goal of Centre: Students will understand that water changes forms.
Title: Changes at the Water Table
Subject Integration: Science
Objective: Students will understand that water undergoes changes when substances are added to it.
Description: Add food colouring to a water sample. Add detergent to a water sample. Make bubbles with a straw. Add ice to warm water and see it melt. Discuss the differences between liquid and solid states of water. Develop a concept map or web consisting of water properties and uses.

Support Activities #4

Title: Winter Landscapes
Subject Integration: Art, Language Learning, Science
Objective: Students will learn about snow as matter and how it covers the ground to make a winter landscape.
Description: Discuss the difference. between a summer landscape and a winter landscape and how snow covers the landscape in winter. Get a pail of fresh snow and use a magnifying glass to explore the individual shapes of snowflakes as matter and how snow changes when it melts. Show and discuss several pictures and art prints of winter landscapes. Read a story or poem about snow. Discuss activities students like to do in the snow, how we prepare for outdoor activities, and why. Have the students paint a winter landscape on 11″ × 14″ (28 cm x 35.5 cm) construction paper. Encourage students to include themselves in an activity in the snow.
Note: Prepare an ample supply of white tempera paint along with other colours.

Title: Solids, Liquids, Gas
Subject Integration: Drama, Science
Objective: Students will increase their knowledge about solids, liquids, and gases.
Description: Have students review the properties of a solid, a liquid, and a gas. For example, a solid tends to keep its shape, a liquid takes on the shape of its container, some gases are odourless, tasteless, and invisible, and all matter takes up space. Once the properties are reviewed, show students the molecular structures of solids, liquids, and gases.

Ask questions like: What is the difference between the three structures? Can you show me a solid? a liquid? a gas? Have students act out each structure (solid — students are packed tightly together; liquid — students are fairly close together; gas — students are completely spread out all over the room).

Title: Constructing Matter
Subject Integration: Art, Language Learning, Science, Social Studies
Objective: Students will identify the different forms that matter takes and the different ways we use matter.
Description: Take students out to observe construction of a building or another structure in your community. Have them record their observations in a series of drawings and then write a simple three- or four-step description about how it was constructed. Have students discuss the uses for this new building or structure.

Question #5 What Animals Are Part Of My World?

(Animals)

Major Activity #5

Centre: Animal Observations
Goal of Centre: Students will understand that animals require food, water, and shelter to survive. They will understand that Albertans can see animals that still live in their natural habitat (e.g., eagle, marmot, beaver, deer, wolf, coyote, jack rabbit, fox).
Title: Earthworm Terrarium
Subject Integration: Art, Language Learning, Science
Objective: Students will understand how an earthworm adapts to an environment.
Description: Wide-mouth Mason jars are ready-made terrariums. Fill the terrarium a quarter full with layers of damp soil and sand. Add three or four worms per terrarium. Spray a bit of water on the top of the soil every day. Stretch a nylon stocking, or a clear plastic wrap with air holes, over the top of the terrarium. Put black construction paper around the jar or over the glass to keep the light out. Worms will burrow close to the surface of the glass. Take the paper off for observation. Remind students not to disturb the worms for a week so they can become accustomed to the terrarium.

Ask such questions as: How does an earthworm eat? Does an earthworm breathe? If so, how? Why is the earthworm called the farmer's friend? Can an earthworm grow back a head or a tail?

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 51, pp. 106-107) Activity: "Sculpture — Texture and Motion in Animals."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10iii) Media and Techniques: Use media and techniques with an emphasis on exploration and direct methods in drawing, painting, printmaking, sculpture, fabric arts, photography, and technographic art. Concept D: Sculpture — Use simple and clay modelling techniques of rolling, pinching, adding, pressing, making cards, texturing.

Art in Action (Teacher's Manual Grade One, Lesson 51, pp. 85-86) Activity: "Architects Plan Places to Live."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 REFLECTION, Component 2) Assessment: Assess the use or function of objects. Concept B: Designed objects serve people.

Integration/Enrichment Sources continued on page 21

Integration/Enrichment Sources, continued from page 20

Music and You (Teacher's Edition Grade Kindergarten, Unit 1, Lesson 8, p. 26) Activity: "Focus: Loud and Soft."

Alberta Education Elementary Music Curriculum Guide 1989 — Early Childhood Services Listening, Concept 2: Understand and appreciate the effect of music that is: high-low, loud-soft, short-long, fast-slow, up-down.

Music and You (Teacher's Edition Grade One, Unit 2, Lesson 1 • Core, pp. 30- 31) Activity: "Focus: Loud and Soft."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Listening, Concept 6: Understand and appreciate the effect of music that is: high-low, loud-soft, short-long, fast-slow, up-down.

Early Explorations in Mathematics and Science (Kindergarten, Unit —Backyards and Barnyards p. 234) Activity: "Animal Homes," p. 267.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Science: Topic: Needs of Animals and Plants.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Living Things and Environment: Plants and Animals, Subject Matter—Plants and animals are living organisms. Each has its specific characteristics and particular needs to sustain life.

Early Childhood Services Northland School Division Booklet — ANIMALS (1985).

Extended Activity #5

Title: Movement of Animals
Subject Integration: Art, Language Learning, Science
Objective: Students will understand that animals are flexible when they move about in nature.

Description: Have students explore where animals live (e.g., trees, caves, bushes, water), their size and shape, and how they move about in their surroundings. Have students use clay or playdough to shape a family of moving animals.

PLAYDOUGH

1 cup flour

1/2 cup salt

2 teaspoons cream of tartar

1 cup water

1 tablespoon oil

Food colouring

Mix dry ingredients together in one pot and mix wet ingredients together in another pot. Then mix the wet and dry ingredients together. Cook on medium heat until the mass comes together to form a ball. Reduce heat. Roll ball in pot until all wet spots are gone. Turn onto counter. Knead playdough. Cool. Cover tightly.

Support Activities #5

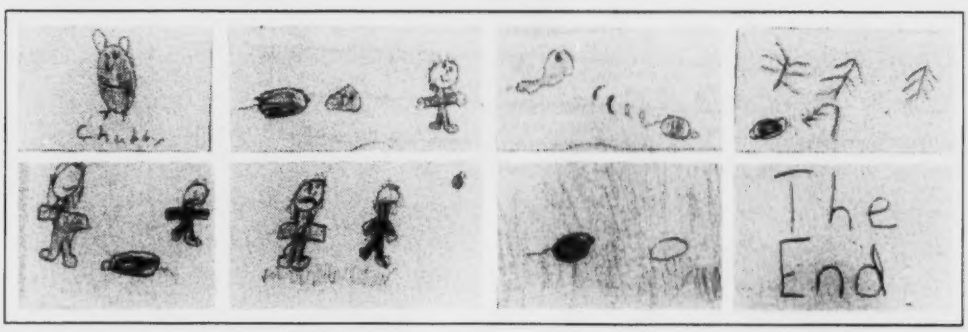
Title: Piggy Banks
Subject Integration: Art, Math
Objective: Students will practice counting using play money.
Description: Collect as many empty tin coffee cans as there are students in the class. Have students do the following. Hold an empty coffee can horizontally to represent the body of a pig. Cover the coffee can with fabric. Glue on feet and tail made of fabric. Attach or draw eyes and other features. Decorate with lace. Cut a hole in the fabric for depositing play money. Have students deposit money over a period of time and count the money occasionally.

Title: Are You My Mother?
Subject Integration: Art, Drama, Language Learning
Objective: Students will understand the value of the sense of sight.
Description: Read aloud a story about an animal and its mother. Discuss the story. Ask such questions as: How does a baby know its mother? How does it find its mother when it is lost? How can you tell your mother from someone else? If you couldn't see, how could you tell who your mother is? After the discussion, have students develop a class book entitled, "Are You My Mother?" Have each contribute some text and an illustration to the book.

Title: If I Were a Mouse
Subject Integration: Art, Drama, Language Learning, Science
Objective: Students will learn mouse behaviour by pretending they are mice.
Description: Have students pretend they are mice keeping warm under a snow blanket. Then read aloud the following story, *Chubby the Mouse.* Have students talk about this story and then compose, share and illustrate their own stories. As well, study the life cycle, habitat, and behaviour of mice.

CHUBBY THE MOUSE

Once upon a time I was a mouse named Chubby. I was funny. I liked to eat cheese so much. One day I saw a cat and the cat saw me. The cat ran after me. I ran too. I went to hide in the bushes. Then a tree fell on me. Then two children came running to me. I said, "Squeak." But the children said, "It is cute. I'm going to keep him." "No, I am." "No way. I saw him first." "No way. I did." So the mouse ran away. The children cried. Then the mouse went home into his hole in the grass.



Leah Moberly,
Grade 3, Mistassiniy School

For the Educator

TITLE:

SUBJECT INTEGRATION:

OBJECTIVE:

DESCRIPTION:

VISUAL:

NOTES:

Design Your Own Activity

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Grade One

Interaction (Seasons)

Claire Thunder,
Grade I, Atikameg Sovereign School

Georgette Yellowknee,
Grade I, Fort McKay School

Jackie Sander

(Grade One Teacher,
Paddle Prairie School)

Philosophy

"It's not my job, it's my life. . ."

Jackie Sander

BEST COPY AVAILABLE

I believe that students learn in a holistic manner and that learning takes place through interaction between individual people and their environments. Each child is an individual. No two students see exactly the same things. We see only what our perceptions allow us to see. In my experience when students first look at something they don't see all of the tiny pieces or parts of it; they see it as a whole. Then, after closer observation, they see these smaller pieces and how they fit together.

Because I believe that learning is interactive and holistic, I chose interaction as my theme for this project. While my major activities fall into the categories of environment, people, animals, and matter, I don't see these as separate; they are interrelated too. When I teach skills, I relate them, when possible, to all of the subject areas.

I begin by getting to know the students, finding out who they are, and what their lives and backgrounds are. Then I build my program around that. For example, I feel that I must deal with all the personal issues that are bothering them. I try to relate all of what goes on in the classroom to their lives. I believe that before we, as educators, can teach our students, we must accept them for who they are and what they are. "Accept" is the key word here. Without acceptance we'll never get through to the students.

When things are unsettled in the classroom, they must be dealt with or no learning will take place. A good way to settle things is through art. Creativity brings peace to ourselves and the world around us. Creativity is a way of interacting and connecting with our innermost feelings. Art provides an opportunity to express creativity and to release excess energy.

We talk, we write, we construct. Sometimes students work in small groups, sometimes in learning centres, and sometimes alone. So there are all kinds of interactions right there in the classroom; students interact among themselves in their own environment.

I also integrate the various subject areas, for example: Language Learning, Social Studies, and Health. I integrate skills such as spelling, handwriting and phonics as well.

I believe in modelling for students. I find or I write poems that are short and easy for them to learn. I draw pictures to go with them. I never drew pictures until recently but now I draw them for all my poems. I find students like the poems better and they learn them faster. They put them in their poetry books and recite them every morning.

I don't see activities as separate entities, but rather as parts of an integrated whole.

I believe teaching is much more than just the job of educating students. It's my life. When I'm in my class and working with my students, I love it! I get discouraged too. But once I'm in my class and with my students, I really enjoy myself and they enjoy me because the *bottom line* is that we truly and honestly care about each other. We are all smart and gifted in our own ways — we just have to find our gifts and develop them.

Introduction to Activities

The theme I picked for my topic is Interaction. It refers to how we relate to one another, the environment, matter and animals. I use *Seasons* as a focal point for my classroom discussions. Without a focal point, the concept of interaction would be too general and cumbersome for students to understand.

I start with fall. That is when people prepare to rest for the winter. We look at how people interact with fall: the environment, matter and animals. We list all the different things that people do to prepare for winter: harvesting, gathering food for storage, hunting, gardening, or making dried meat. People celebrate Thanksgiving to give thanks for what the earth has given to them. We look at how animals prepare for the winter. In our discussions, we find similarities and differences among people and animals. We also discuss interaction with matter and how this causes changes in the seasons. We make snow experiments with salt and sand to observe different melting points. We make snow sculptures outside and contemplate the texture of snow.

I use the notion of interaction in all these activities. Students take an active role. I always look to them first to see where their level of thinking and understanding is. You can tell where their minds are if you just talk and listen to them. I try to relate what I hear and what goes on in the classroom to their life situations. That is what "learning through visions" means to me.

LEARNING EXPECTATION QUESTIONS

1. **What is interaction? (General Definition)**
2. **How do people interact with the seasons? (People)**
3. **How do the seasons affect environmental interaction? (Environment)**
4. **Is matter interaction related to changes in the seasons? (Matter)**
5. **Does animal interaction correspond with the season? (Animals)**

Question #1
What Is Interaction?
(General Definition)

Major Activity #1

Title: Building a Winter Scene
Subject Integration: Art, Science
Objective: Students will understand how people interact in a winter environment.
Description: Have students use materials (e.g., fabric, paper, pencils, crayons, shoe boxes, cotton batting, twigs) to build a winter scene in a shoe box. Community members may be ice-fishing, building a snowman, playing and chopping wood. Also have students depict animal activity, such as birds flying south and squirrels gathering food. Use playdough to create the people, animals and objects, and use twigs to depict the trees.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 28, pp. 60-61) Activity: "Architecture, Models of Buildings."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10i) Purpose: Record or document activities, people and discoveries. Concept B: Special events such as field trips, visits and festive occasions can be recorded visually.

Art in Action (Teacher's Manual Grade One, Lesson 14, pp. 21-23) Activity: "Things Up Close, Things Far Away."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 DEPICTION, Component 5) Actions and Viewpoints: Increase the range of actions and viewpoints depicted. Concept C: Forms can be overlapping to show depth or distance.

Music and You (Teacher's Edition Grade One, Unit 5, Lesson 2 • Core, pp. 98- 99) Activity: "Focus: Pitch/Melody."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Melody, Concept 3: Sequence of sounds may move from high to low, low to high, or stay the same.

Explorations in Science (Level One, Unit — Today's Forecast, p. 82) Activity: "Season Walks," p. 95.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Science; Topic: Senses.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1: Living Things and Environment: Environment, Subject Matter — Our environment includes all of our surroundings, both man-made and natural. It plays an important role in our lives. Humans can change the environment in many ways

Extended Activity #1

Title: Writing About a Winter Scene
Subject Integration: Language Learning, Science
Objective: Students will write a story with a beginning, a middle, and an ending.

Description: Have each student contribute a sentence for a class story about the events in the winter scene. Write each sentence on a separate strip of paper. Have the students sequence the strips of paper to provide an appropriate beginning, middle, and ending for their story.

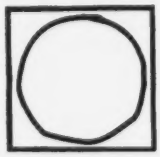
Support Activities #1

Title: Natural Habitats
Subject Integration: Art, Language Learning, Science
Objective: Students will discuss animal and bird behaviours.
Description: Divide the class into groups. Have each group gather stories and pictures of animals and birds. Have groups discuss physical appearances and behaviours of these animals and birds in their natural habitats. Then have students use chalk, crayon or paint to illustrate an animal or bird of their choice. Display pictures and stories on a bulletin board.
Note: A bulletin board display can be considered a large artwork. Use the following compositional suggestions when creating large or small artworks.

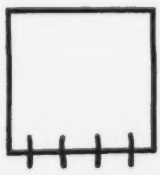
- Avoid lollipop trees, "M" birds and corner suns. Create new ways of drawing familiar things.
- Draw things as you see them. Trees have branches, leaves and stems.
- Avoid using common symbols
- Use shapes instead of lines when drawing branches, birds, etc.
- The sun is light, find a new way to create light in a drawing.

- Use your own creative ability. Other people's ideas are theirs, not yours!
- Express your individuality in your artwork.
- Plagiarism is taking other people's ideas and claiming them as your own.
- Creativity is individual and personal—do your own work.
- Your ideas are as good as anybody else's.

- Draw people as you see them.
- Use shapes instead of lines when you draw in three dimensions or when drawing live animals.
- Show gesture and movement when drawing living animals.
- Include physical features: face, neck, arms, hair, etc.

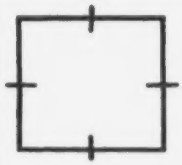


- Be aware of the entire picture plane.
- Fill the entire page with your drawing.
- When you choose a specific space to work within, use all of it.



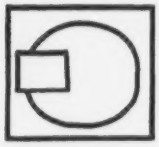
- Avoid drawing things right on the base line.
- Draw subjects a little bit above the base line or run them off the edges of the paper.
- Draw within the picture plane or run out of the picture plane.

- Save the ground lines for last.
- Make sure a subject that should be on the ground has the ground line somewhere behind it.
- When drawing ground lines as a guide, put them in lightly.
- Ground lines help break up the space in a drawing. Save them for last so you can determine where you need them.
- The entire surface of the picture plane can be ground. Decide on ground lines later.



- Continue your drawing out of the picture plane.
- Run off all four sides of the picture plane.
- Let the viewer of your drawing wonder what else would be in your drawing if they could see beyond the picture plane.
- Your drawing doesn't have to be limited to the picture plane.
- Allow for a bigger drawing by running off the picture plane.

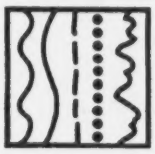
- When you draw in a horizontal line, you have created a new base line.
- Avoid drawing undisturbed horizontal lines across the picture plane.
- Avoid cutting off part of the picture plane by drawing a new base line.
- Ground lines go behind the subject, instead of directly under it.



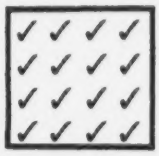
- Overlap things in your drawing to show depth.
- Overlap your subject to create foreground, middleground and background.
- Overlapping can create an illusion of depth.
- Overlapping will give your drawing more dimension.
- Overlapping will allow you to draw more and to draw larger.

- Draw the main subject as big as your hand.
- Draw large enough to include necessary details.
- Draw important subjects larger.
- When given a large piece of paper, avoid drawing as if you had a small one.
- A portrait of an ant can be as big as the page. Enlarge it to fill the page.

- Illustrate what you want to say, don't write it.
- Draw your drawing. If you write it, it's not a drawing.
- Use words for posters, advertisements, signs, comic strips and other types of information givers.
- In a drawing, you can use words for names on buildings, street signs and other details within a drawing.

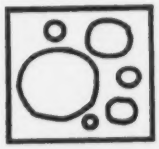


- Create different line qualities in your artwork.
- Line quality can change the mood of your drawing.
- Line quality helps separate different subjects—people, trees, cars, buildings and natural or man-made objects.



- Include texture in your artwork.
- Create different textures in your art—ones that you would see in real life.
- Texture adds detail and interest to your art.
- Ask yourself how your drawing would feel if you could touch it.

- Cover the surface of the picture plane with your medium—paint, crayons, etc.
- Apply the medium solidly on the surface where necessary.
- To color the surface of the paper solidly, be patient and do a good job.



- Consider the distribution of weight in your artwork.
- When your clay pot doesn't stand up, what did you forget to consider?
- Consider how to distribute the positive space in your drawing.
- Balance, symmetry and asymmetry deal with the distribution of weight in your artwork.

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Title: Fall Weaving
Subject Integration: Art
Objective: Students will weave a bright pattern in a variety of fall colours.
Description: For each student have ready a mat — one piece of white paper 8 1/2″ × 11″ or 22 cm x 28 cm and eight strips of paper in different fall colours (e.g., orange, red, yellow, brown, green). Have students fold the mat in half (8 1/2″ × 5 1/2″ or 22 cm x 14 cm). Starting at the fold, have the students make cuts one inch (2.5 cm) apart, leaving a border of one inch (2.5 cm) at all edges of the paper. Have students open the mat so it lies flat. Tell them to weave the coloured strips through the cuts in the mat to form an alternating (checkerboard) pattern. Have them glue the edges of the strips to the borders of the mat to hold them in place. Have the students decorate the borders by gluing leaves to them.

Title: Spring Cleaning
Subject Integration: Art, Science
Objective: Students will organize and complete a community service activity.
Description: Have students work together in teams to collect garbage. Assign them an area and have them organize work parties. Have students organize a recycling depot in the school and decide which items of garbage are recyclable and nonrecyclable. Then have them invent new packaging materials that can be reused or are environmentally friendly.

Question #2

How Do People Interact With The Seasons?

(People)

Major Activity #2

Title: Sliding and Skiing in the School Yard
Subject Integration: Art, Math
Objective: Students will observe and graph winter activities.
Description: Have students draw skiing and sledding activities. Have them examine these drawings and count such details as the number of children participating in each activity, the number wearing winter hats, and the number of different colours that they see. Graph these details with the students.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 21, pp. 46-47) Activity: "Looking at Art — Pictures of People."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 REFLECTION, Component 3) Appreciation: Interpret art works literally. Concept F: All aspects of art work contribute to the story it tells.

Art in Action (Teacher's Manual Grade One, Lesson 3, pp. 4-6) Activity: "Lines Show Motion."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 DEPICTION, Component 5) Actions and Viewpoints: Increase the range of actions and viewpoints depicted. Concept A: Movement of figures and objects can be shown in a different way.

Music and You (Teacher's Edition Grade One, Unit 7, Lesson 8 • Core, p. 153) Activity: "Same and Different—Spring is Coming."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Form, Concept 3: Music is organized into phrases. A musical sentence with a beginning and an ending.

Explorations in Science (Level One Unit — Under Construction, p. 136) Activity: "Cooperative Building — Communication," p. 147.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Technology; Topic: Building Things.

Alberta Education Elementary Curriculum Guide 1983 — Division 1; Matter and Energy: Energy, Subject Matter—Heat, light, sound and electricity are commonly recognized forms of energy.

Extended Activity #2

Title: Winter Poem
Subject Integration: Art, Language Learning
Objective: Students will compose a poem based on a winter theme.
Description: Read "Nothing To Do On A Cold Winter's Day." Then have students compose a group poem based on winter. Have each child provide one line for the poem which will be written on strips of paper. Paste the strips of paper on a backdrop of winter events created by the students.

NOTHING TO DO ON A COLD WINTER'S DAY

Once upon a time there was a boy named Gary. He was bored. Gary went to see his dad. "Hey Dad, it's boring. What can I do?" "Let's go snaring rabbits," said Dad. "Nay. That's boring!"

So Gary went to his Mom. "Mom, can I help you clean up the kitchen?" Mom said, "No, no, no, no, my dear. You'll be in the way."

So ... Gary decided to go to his friend's house. He walked all the way, but his friend wasn't home.

Gary decided to go skidooing. He went outside, but the skidoo wouldn't start.

Gary was feeling sad and even more bored.

Gary saw some kids sliding. He decided to go join the kids. But when he got to the top of the hill, he forgot his sleigh.

He ran home to get his sleigh. He looked all over and remembered that his brother was using it.

Gary was so bored. He didn't know what to do. His dog Snuffleupagus came running. He wanted to go for a walk.

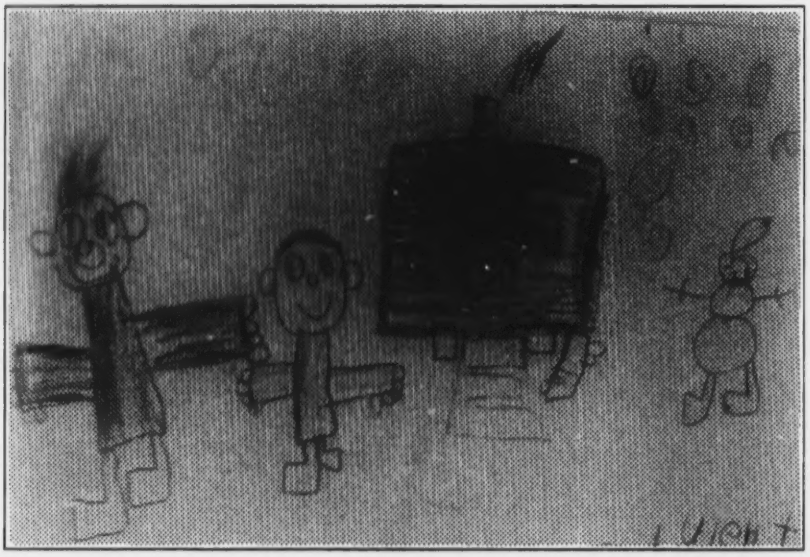
Snuffleupagus and Gary went walking in the snow. Gary was no longer bored on a cold winter's day!

Mike Querry and Grades 3 & 4 Students,
Cadotte Lake School

Support Activities #2

Title: The Bush
Subject Integration: Art, Language Learning, Science
Objective: Students will write about experiences in the bush.
Description: Students enjoy family activities. Have students share family activities that occur inside and outside the school. List details of these stories on the chalkboard. Then compose a group story about a family's day in the bush. Next, have children compose and illustrate individual stories about an exciting event that has happened to them in the bush.

Me and my dad went into the bush.
We snared rabbits and made a
snowman when I was away from school.



Ross Herman, Grade ECS, Father R. Perin School

Title: Fall Togetherness
Subject Integration: Language Learning
Objective: Students will focus on fall activities.
Description: Write the poem "Falling Leaves" on a large sheet of flipchart paper. Have students brainstorm responses to the question: What do people do together in the fall? Write their answers on the chalkboard. Next read *Falling Leaves* to the children. Have them do a choral reading of the poem. Then compare the activities described in the poem with those listed on the chalkboard. Finally, have them select one fall activity and illustrate it.

FALLING LEAVES

Golden leaves are falling,
Falling all around.
My mom and dad are raking
Everything off the ground.

The leaves are piled up
Into a crunchy bed,
And my brother and I dive in
Falling on our heads.
Red and brown leaves are in the air,
Falling like rain from the sky,
The trees are shivering, cold and bare
And fall says good-bye.

Shelley Willier
and Grade 2 Students,
Atikameg-Sovereign School

Jonathan Supernault, Kent Laboucan, Grade 2,
Atikameg-Sovereign School

Title: Spring Fever
Subject Integration: Language Learning, Math
Objective: Students will collect data through interviews.
Description: Have students develop a list of interview questions about what spring fever means and how it affects people. Then have them interview older students and adults using these questions and record their answers. As a large group, have them brainstorm categories from the data. Chart the responses. Here are the charted responses to interview questions developed by Grade Three students at Mistassiniy School.

SENIOR HIGH SCHOOL STUDENTS

What Does Spring Fever Mean?

No. of Students	Responses
8	- falling in love
4	- everyone is happy
13	- can't wait for summer
2	- getting sick
2	- the reawakening of nature

What Things Do People Do in the Spring?

No. of Students	Responses
18	- sports
14	- outside with friends
1	- looking at girls
1	- looking at guys

JUNIOR HIGH SCHOOL STUDENTS

How Does Spring Fever Affect People?

No of Students	Responses
7	- people go crazy
8	- people are happy, excited
8	- can't concentrate
4	- want to have fun
3	- feel better about self and others
3	- want to stay up late
1	- depressed, sick, tired
1	- feel like cleaning

Ruby Croteau and Grade 3 Students, Mistassiniy School

Question #3

How Do The Seasons Affect Environmental Interaction?

(Environment)

Major Activity #3

Title: Landscape Collage
Subject Integration: Art, Science
Objective: Students will observe the arrangement of trees in a landscape.
Description: Gather many kinds of green paper. Have students make a collage landscape. Have them look at pictures of trees. Bring to their attention the idea that trees show little detail when they are viewed from far away. Discuss foreground, middle ground and background in a picture. Have the students do a torn paper collage by tearing apart pieces of green paper and fitting them on a piece of heavy paper.
Note: A collage is a composition or design made by gluing materials to a backing or surface. A good collage material is one that is easily manipulated and transformed. For example, ordinary coloured and textured papers when placed in a design can be readily cut and torn to look like people and things. A pine cone, on the other hand, is more difficult to manipulate and in all probability will still look like a pine cone when glued down on the collage.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 22, pp. 48-49) Activity: "Painting — Paintings About the Weather."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 DEPICTION, Component 6) Qualities and Details: Represents surface qualities and forms. Concept D: Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.

Art in Action (Teacher's Manual Grade One, Lesson 9, pp. 14-15) Activity: "Warm and Cool Colours."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 REFLECTION, Component 3) Appreciation: Interpret artwork literally. Concept E: Tints and shades of colours or hues affect the contrast of the composition.

Integration/Enrichment Sources continued on page 39

Integration/Enrichment Sources, continued from page 38

Music and You (Teacher's Edition Grade One, Unit 7, Lesson 3, pp. 144-145) Activity: "Focus: Rhythm; Song—"The Wind Blew East."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Moving, Concept 6: Respond to music through movement in individual manner.

Explorations in Science (Level One, Unit — Today's Forecast, p. 82) Activity: "Seasonal Graphs," pp. 102-103.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Science; Topic: Seasonal Changes.

Alberta Education Elementary Science Curriculum Guide 1983—Division 1; Living Things and Environment: Plants and Animals, Subject Matter—Plants and animals are living organisms.

Extended Activity #3

Title: Shadows
Subject Integration: Art, Language Learning, Science
Objective: Students will discover that the sun is a source of light and that shadows vary according to the sun's position and weather conditions.
Description: Point out to students that shadows change in different seasons. The sun does not shine over the entire earth at the same time. Some areas are in darkness, while others are in full sunlight or somewhere in between. Review the concept that a shadow is created when something blocks the sun. Have students draw their shadows in the fall, winter, spring and summer. Have them develop a collage of shadow shapes for each season. Keep the shadow shapes and compare them as the seasons progress.
Note: More Shadow Fun!

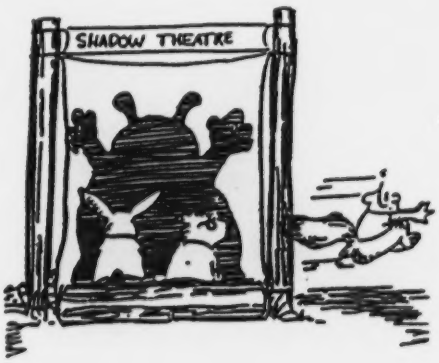
SHADOWS

Use shadows to experiment with the properties of light. You can also use shadows to create a lot of creepy creatures!

Materials: Light source (e.g. 100 to 300 watt light bulb without a shade, slide projector, flashlight); screen (e.g. bed linens, sheets of white paper taped to a wall).

Doing It:

1. Try the hand positions shown below.
2. Where is the darkest part of a shadow? How does moving your hand closer to or further from the light source affect the size of the shadow? What's the largest shadow you can make? The smallest? The most distinct? How does the shadow formed when your hand is parallel to the light source compare to one made when your hand is held at right angles to the light source? What is the longest or widest shadow you can make?
3. What new shadow creatures can you create?
4. *Variation:* What am I? One person makes a shadow, while others guess what the shadow represents.



Light is a form of energy that travels at very high speeds. It can pass through air, water, glass, and many other materials. Some materials do not permit light to pass through. Light hitting an object made from such a material is blocked, while light that even slightly misses the object continues on. A shadow is formed in the shape of the object blocking the light. Shadows have many interesting properties. For example, the closer an object is to a light source, the larger and less distinct is its shadow. The larger a light source, the less distinct the shadow.

Topics: Light

Does an empty, clear drinking glass cast a shadow? If you fill the glass with water, does is cast a shadow? What happens if you ripple the water with your finger? Do the ripples create shadows?

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Support Activities #3

Title: Picking Berries
Subject Integration: Art, Health, Language Learning
Objective: Students will interact with others on a field trip.
Description: Discuss various types of berries. Arrange a field trip during which berries are picked. Back in the classroom, wash and eat the berries. Discuss the different tastes and textures. Discuss the food group *fruits*. Have children illustrate their experiences during the field trip.
Note: Explain the dangers before students go on the field trip to pick berries (e.g., poisonous berries). Research poisonous and edible berries in your area.

Title: Creating Pictures with Vegetables
Subject Integration: Art
Objective: Students will create vegetable prints.
Description: Have students sit in a circle on the floor. Place newspaper on the floor. Give each student one large piece of paper for the prints. Distribute pieces of precut vegetables (e.g., potatoes, turnips, carrots) and paint (fall colours). Have students dip their vegetables into the paint and create a picture. Remind students to stamp their first impression on a scrap of paper before stamping on their "good" paper in order to remove excess paint. Make sure that students wipe off their vegetable pieces before they switch colours. Hang the prints up to dry.
Note: Dipping vegetables in paint is a messy process. Wring out several wet paper towels and place them in the bottom of a tin foil plate. Pour thick tempera paint over the towels and let it set for five minutes. This will create a stamp pad.

Printmaking: Multiple impressions are taken from a prepared surface called a block or plate. Pressure is used in bringing a piece of paper into contact with the prepared surface so that the image of the surface is transferred to the paper.

Title: Welcome Back!
Subject Integration: Art, Science
Objective: Students will understand the concept of migration and hibernation.
Description: Discuss the concepts of migration and hibernation. Tell students they will be making posters welcoming back animals and birds who have returned after migration or hibernation. Have students identify as many of these as possible. Then have students create and display their posters.

Question #4

Is Matter Interaction Related To Changes In The Seasons?

(Matter)

Major Activity #4

Title: Snow Sculptures
Subject Integration: Art, Language Learning, Science
Objective: Students will understand the effect of temperature on matter.
Description: Have students build snow sculptures on the playground. Discuss how the snow changes states when the temperature rises. Discuss what happens when the melted snow is put into ice cube trays in the refrigerator.

Discuss the differences between solid, liquid, and gas states of matter. (Matter is anything that takes up space and has weight.)

Have students build replicas of the snow sculptures with paper, clay from the river bank, or playdough.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 50, pp. 104-105) Activity: "Sculpture — Sculpture from Clay."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10iii) Purpose: Record of document activities, people and discoveries. Concept D: Sculpture — Use simple clay modelling technique of rolling, twisting, joining.

Art in Action (Teacher's Manual Grade One, Lesson 41, pp. 68-69) Activity: "Sculpture Has a Front, Sides, and a Back."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 DEPICTION, Component 4) Main Forms and Proportions: Learned the shapes of things as well as develop decorative styles. Concept A: All shapes can be reduced to basic shapes, e.g., circular, triangular, rectangular.

Music and You (Teacher's Edition Grade One, Unit 5, Lesson 7, pp. 112-113) Activity: "Focus: Rhythm/Tempo, Reading Rhythms."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Reading and Writing, Concept 2: Recognize the following rhythm patterns on large charts and follow from left to right: ♩ ♫ 𝄽.

Explorations in Science (Level One, Unit — Sandprints, p. 56) Activity: "Comparing Sand to ...," p. 68.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade One Emphasis: Science; Topic: Senses.

Alberta Education Elementary Science Curriculum Guide 1983—Division 1; Matter and Energy: Properties of Objects, Subject Matter—Objects can be identified, grouped and ordered on the basis of physical properties such as colour, hardness, size, shape, textures, mass, volume, smell and sound.

Extended Activity #4

Title: Physical Changes
Subject Integration: Art, Language Learning, Science
Objective: Students will understand that changes in temperature cause changes in matter.
Description: Boil water in a pan. Point out that the water has changed into water vapour (gas). Discuss the water cycle. Fill a clear plastic cup with warm water; cover this immediately with an inverted cup. Tape the two cups together. Place ice cubes on top of the cup and put the cup near a heat source. Have students watch the inside of the cup to see "clouds of rain." Point out that the changes that occur inside the cup are the same changes that occur outside as the temperature goes up and down. Have students write and illustrate a story about other changes that occur in the seasons (e.g., leaf colour changes in the fall, snow melts in the spring), or about the adventures of a leaf as it changes during each season.

Support Activities #4

Title: Leaf Hunt
Subject Integration: Art, Science
Objective: Students will focus on the characteristics of leaves.
Description: Take students on a leaf hunt. Have them collect as many different leaves as they can. After the leaf hunt, have students place all their leaves on the floor. Discuss their colours, shapes and sizes. Have students trace one leaf many times on a piece of paper. Have students colour some leaves with wax crayons. Finish the work by painting the leaves with different colours of tempera paint. The tempera should be mixed to such a consistency that it peels away from the wax when it is applied with a brush.

Title: Decoration in Our Surroundings
Subject Integration: Art, Language Learning, Social Studies
Objective: Students will make a collage in which they decorate a house and yard.
Description: Review with students the physical and social necessity of food, shelter and clothing. Using magazine pictures, photographs and art prints, discuss with children how, over time, human beings have decorated and embellished such objects as shelter and clothing. Look at pictures of houses, fences, barns and gardens and talk about how people add colour, shape and line to their surroundings. Read a poem or story about planting flowers, painting doors or placing ornaments in our surroundings. Invite each student to imagine a house and the kind of decoration and ornament they might add to the house and its yard.

Have each student use construction paper to represent a house and yard. Have them shape pieces of coloured paper or wallpaper and glue them on the construction paper as decorations and ornaments for the house. Encourage them to explore ways to represent gardens and natural landscapes and surround the house with these representations.

Title: Making Jam
Subject Integration: Language Learning, Science
Objective: Students will understand that matter has different forms.
Description: Traditionally jam is made in the summer, but with frozen berries on hand it can be done at the beginning of the school year or any other time. Have ready copies of

a recipe for jam (see below). Discuss the kinds of measurement instruments students will use. In groups of three or four, have students make their own jam. Discuss the transformation in the form of the berries as they were heated.

JAM

3 cups raspberries
5 cups white sugar
2 tablespoons lemon juice
1/2 bottle liquid pectin

Crush the raspberries in a blender or with a potato masher. Add the sugar and lemon and stir until the sugar melts. Add pectin and stir vigorously for two minutes. Pour into freezer containers. Cover and leave at room temperature for 24 hours. Store in freezer.

Question #5

Does Animal Interaction Correspond With The Seasons?

(Animal)

Major Activity #5

Title: Rabbits
Subject Integration: Art, Language Learning, Science
Objective: Students will understand that rabbits change habits as the seasons change.
Description: Discuss the concept of camouflage (e.g., rabbits change hair colour to adapt to the winter). Point out that rabbits also change eating and shelter habits. Ask such questions as: How do animals interact with their surroundings? How do animals affect their surroundings? How does the environment affect animals? Is change always good?

Provide students with pictures of rabbits taken at different times of the year. Have them examine the pictures, looking specifically for examples of fur colour and texture. Have students draw a scene that includes a camouflaged rabbit on white paper with crayons. Emphasize the texture of the rabbits and their habitats throughout the seasons. Invite students to paint their pictures using a variety of colours of tempera paint mixed to the light consistency of tea. (Otherwise, thick tempera will cover the wax crayons and not produce a crayon resist.)

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade One, Lesson 49, pp. 102-103) Activity: "How Artists Work Pictures of Animals."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 COMPOSITION, Component 7) Emphasis: Create emphasis based on personal choices. Concept A: An active interesting part of the theme can become the main part of the composition.

Art in Action (Teacher's Manual Grade One, Lesson 36, pp. 61-62) Activity: "Artists and Animals."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 DEPICTION, Component 6) Qualities and Details: Represent surface qualities of objects and forms. Concept B: Textures from patterns.

Music and You (Teacher's Edition Grade One, Unit 6, Lesson 3, pp. 126-127) Activity: "Focus: Rhythms — More Rhythms to Read."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade One Rhythm, Concept 5: Long sounds, short sounds and silences may be grouped to form rhythmic patterns.

Explorations in Science (Level One Unit — On Safari, p. 266) Activity: "Window Watching," p. 275.

Proposed Alberta Education Elementary Science Program of Studies 1994 —Grade One Emphasis: Science; Topic: Needs of Animals and Plants.

Alberta Education Elementary Science Curriculum Guide 1983—Division 1; Living Things and Environment: Plants and Animals, Subject Matter—Plants and animals are living organisms.

Extended Activity #5

Title: Good-bye to Hibernating Animals
Subject Integration: Art, Language Learning, Science
Objective: Students will understand the concept of hibernation.
Description: Discuss what happens to hibernating animals. Ask such questions as: Do they really sleep over the winter? Does their body temperature change while they hibernate? How do they prepare for hibernation? Have students write a story or poem about saying good-bye to hibernating animals.

Support Activities #5

Title: Animal Mobile
Subject Integration: Art, Language Learning, Science
Objective: Students will understand and apply the concept of balance.
Description: Discuss mobiles with the children. Ask such questions as: What is a mobile? How do size and balance play important roles in making mobiles work? Provide students with several colourful pictures of animals. Have ready precut triangle and circle shapes. Give students three shapes. Have them draw one animal in each shape. Then have them attach the shapes with string to a bent coat hanger.

Title: Animal Life Cycles
Subject Integration: Language Learning, Science
Objective: Students will observe baby animals with their mothers and record behaviour.
Description: Discuss the concept of life cycles. Have students choose an animal and discuss growth changes from birth to death. Then have them view a video of baby animals with their mothers and record their observations of this stage of the life cycle. Have students share their observations.

Title: The Great Hunter
Subject Integration: Language Learning
Objective: Students will write about a fall activity.
Description: Discuss activities that happen in the fall, including hunting. Encourage students to remember a time when they or people they know went hunting. Ask such questions as: What did you (they) do? What did you (they) hunt? Was it fun? Was it scary? What did you (they) do with the animal afterwards? Provide the following story starter and have each student create a story: "Moosum (*Cree for grandparent*), let's go hunting for a (*insert animal name*) today! My Moosum looked at me and smiled."

THE GREAT HUNTER

Moosum, let's go hunting for a grizzly bear today! My Moosum looked at me and smiled. I smiled back at him because I knew we were going hunting. My Moosum took his rifle and we went to the bush. When we got there, we saw eagles, hawks and a bull moose, but no grizzly bear. We kept on walking farther. Soon it was dark. Then we made a fire. I heard wolves. Then I got scared. I heard a grizzly bear and I woke up my Moosum. My Moosum took his rifle and the grizzly bear walked closer and closer. Then my Moosum shot him. He shot him twice and we took him home. We used that big grizzly bear for a rug. And that is how I became "The Great Hunter."

Shelley Willier and Grade 2 Students, Atikameg-Sovereign School

For the Educator

TITLE:

SUBJECT INTEGRATION:

OBJECTIVE:

DESCRIPTION:

VISUAL:

NOTES:

Design Your Own Activity

Permission granted to reproduce for classroom use.

Grade Two

Change (Culture and Traditions)

Adam Nadjye
Grade 2, St. Theresa School

Robert Laboucan,
Grade 2, Atikameg-Sovereign School

Shelley Willier
(Grade Two Teacher,
Atikameg-Sovereign School)

Philosophy

"When a thought forms, it needs much time to grow."

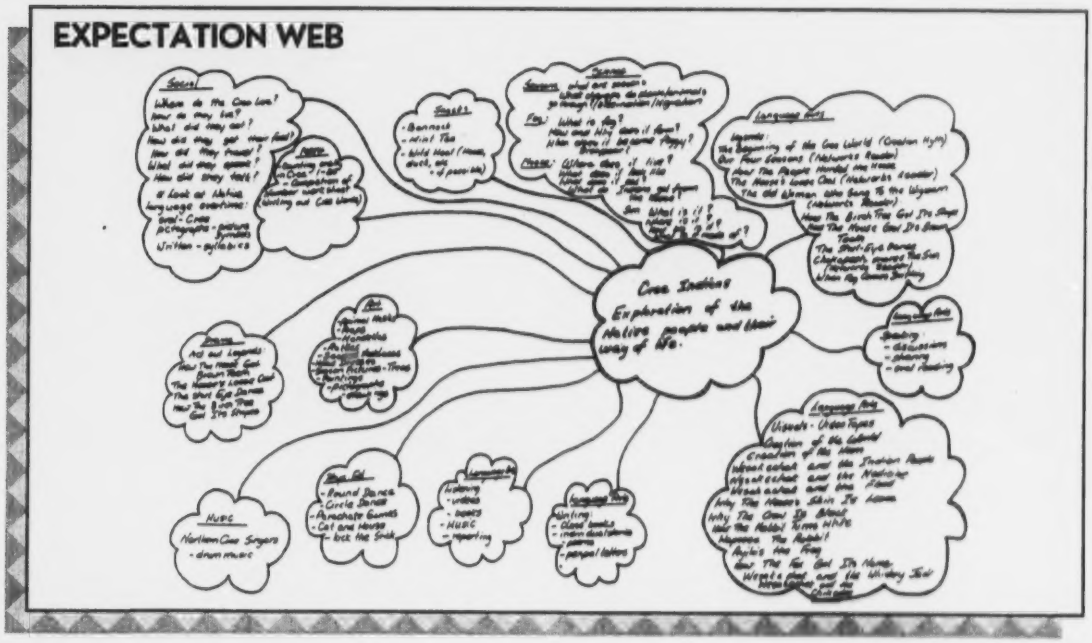
Chief Dan George, *My Heart Soars*, 1989

Quotes reprinted with permission from *My Heart Soars*, by Chief Dan George and Helmut Hisrnschall. Surrey, BC: Hancock House Publishers Ltd., 1989, 1990.

Through the eyes of a child, the world can be viewed from a new perspective. Children will take in a new thing and, once they have explored its many different facets, will make it theirs — a part of their experiences. Children never tire of trying new ways or new things if they are kept at the centre of all learning experiences. With this in mind, I decided to look for a teaching approach that would support my convictions. Integration, I'm convinced, is a natural way to learn: building from the known to the unknown and relating the self and personal experiences to any situation at hand.

This is how I set up theme teaching or integrated learning in my classroom.

- All of my themes are literature-based. When organizing my language arts program, I read through an Alberta Education authorized reading text and picked five areas of study I wanted to teach for approximately two months each.
- My next step was to obtain outside resources to support my themes. This is where a librarian becomes a valuable resource. I also went to other subjects for materials that would provide overlapping content in support of the theme. I tried to emphasize teaching the whole, not separate parts.
- One of the themes I chose in the beginning was North American Indians, but this was too general and the information too cumbersome to teach thoroughly in two months. I decided to teach what students were already aware of — who they are. Our theme became *Cree Indians.*
- After selecting the theme, I set up an expectation web in which I classified material in the different subject areas. For example:



Enlargement found on page 52

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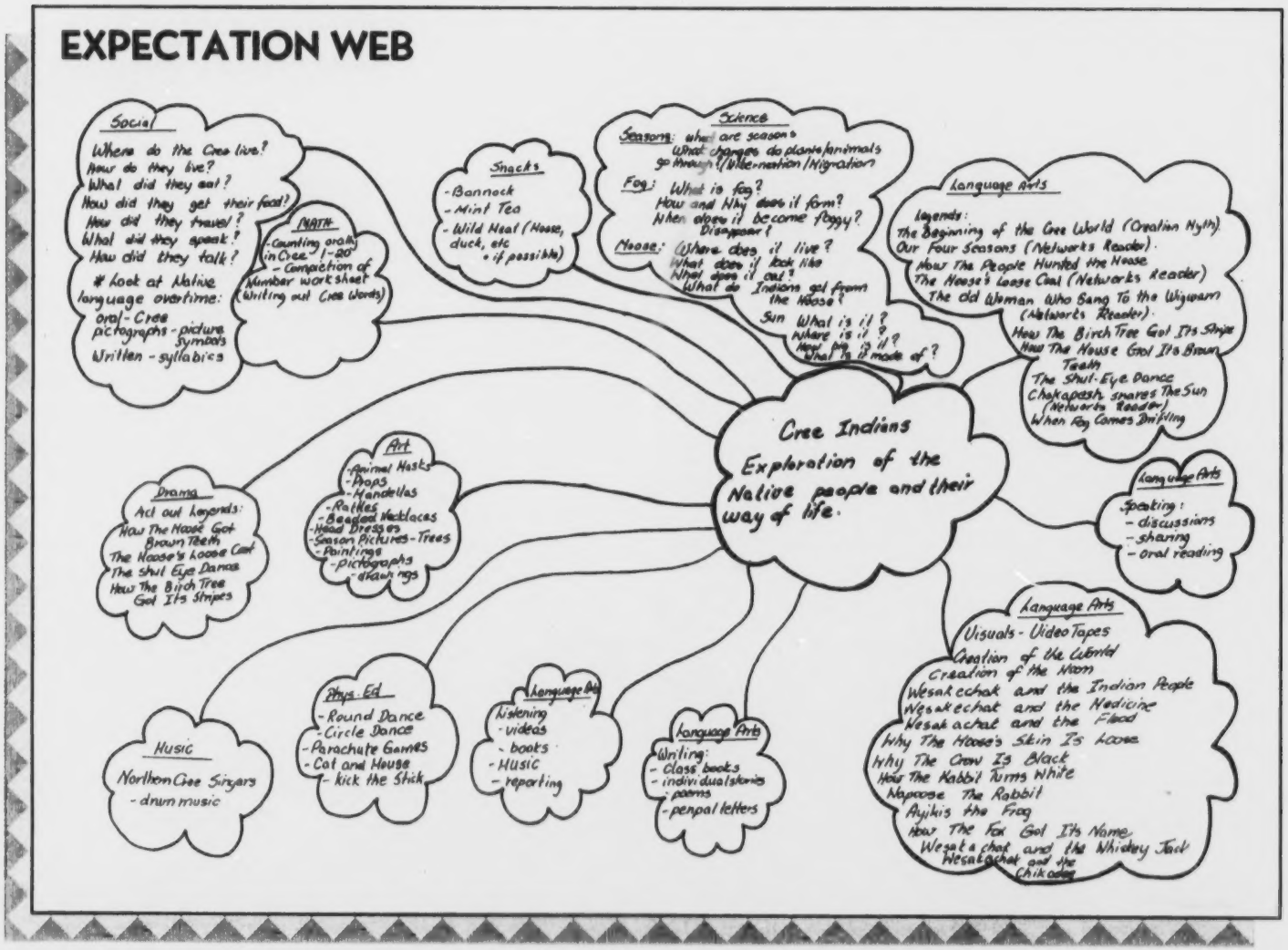
EXPECTATION WEB



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Long-Range Plans

I use the following format to plan my year's program.

September/October	Theme: *Friends*
November/December	Theme: *Dinosaurs*
January/February	Theme: *Cree Indians*
March/April	Theme: *Bears*
May/June	Theme: *Fairy Tales*

Introduction to Activities

The purpose of the following activities is to make students aware of change. If we look at ourselves in our environment, we see changes occurring all around us. These changes can be so subtle that they go by virtually unnoticed, or so sudden that we cannot help but feel their presence.

Change is all-encompassing and never-ending. It promises the birth of the new and rebirth of the old. Change allows us to see the world from different perspectives. It teaches us that there are no set responses or answers to what it thrusts upon us. How we choose to respond to change will determine which path we walk.

The focus of these activities is *culture* and *tradition*. We look at Cree Indians and how they are affected within themselves by the changes that have occurred in their surroundings.

LEARNING EXPECTATION QUESTIONS

1. **What is change? (General Definition)**
2. **When people change is there an effect on their culture and traditions? (People)**
3. **How does the changing of an environment alter a culture and its traditions? (Environment)**
4. **Do the changing forms of matter lead to changes in a culture and its traditions? (Matter)**
5. **How do changes in animals affect a culture and its traditions? (Animals)**

Question #1
What Is Change?
(General Definition)

> "My people's memory reaches into the beginning of all things" (Chief Dan George, *My Heart Soars*, 1989).

The people believed that changes were magical, that they were the workings of the Creator or of the spirits. The people told stories that explained the changes which occurred around them. These stories linked change with events in the spirit world. If the legends fall silent, who will teach students of our ways?

Major Activity #1

Title: How the Cree World Began
Subject Integration: Art, Language Learning
Objective: Students will understand the role of legends in a culture.
Description: Read the legend "The Beginning of the Cree World" (Clark, 1971, pp.7-9). Discuss the terms *legend* and *change*. Discuss how the Cree world changed in the legend. Divide the story into sections. Assign sections to pairs or small groups of students to discuss and illustrate the content. Then have students share their illustrations in sequence until the whole legend has been retold.

THE BEGINNING OF THE CREE WORLD

After the Creator had made all the animals and had made the first people, he said to Wisakediak, "Take good care of my people and teach them how to live. Show them all the bad roots, all the roots that will hurt them and kill them. Do not let the people or the animals quarrel with each other."

But Wisakediak did not obey the Creator. He let the creatures do whatever they wished to do. Soon they were quarrelling and fighting and shedding much blood.

The Creator, greatly displeased, warned Wisakediak, "If you do not keep the ground, I will take everything away from you and you will be miserable."

But Wisakediak did not believe the Creator and did not obey, becoming more and more careless and disobedient; he tricked the animals and the people and made them angry with each other. They quarrelled and fought so much that the earth became red with blood. This time the Creator became very angry. "I will take everything away from you and wash the ground clean," he said.

Still Wisakediak did not believe the Creator. He did not believe until the rains came and the streams began to swell. Day after day and night after night the rains continued. The water in the rivers and the lakes rose higher and higher. At last they overflowed their banks and washed the ground clean. The sea came up on

Continued on page 55

The Beginning of the Cree World, continued from page 54

the land and everything was drowned except one Otter, one Beaver, and one Muskrat. Wisakediak tried to stop the sea, but it was too strong for him. He sat down on the water and wept. Otter, Beaver, and Muskrat sat beside him and rested their heads on one of his thighs.

In time the rain stopped and the sea left the land. Wisakediak took courage, but he did not dare to speak to the Creator. After long and sad thoughts about his misery, he said to himself, "If I could get a bit of the old earth beneath the water, I could make a little island for us to live on."

He did not have the power to create anything, but he did have the power to expand what had already been created. As he could not live and did not know how far it was to the old earth, he did not know what to do. Taking pity on him the Creator said, "I will give you the power to remake everything if you will use the old materials buried under the water."

Still floating out the flood Wisakediak said to the three animals beside him, "We shall starve unless one of you can bring me a bit of the old ground beneath the water. If you will get it for me, I will make an island for us."

Then he turned to the Otter, "You are brave and strong and active. If you will dive into the water and bring me a bit of earth, I will see that you have plenty of fish to eat."

So the Otter dived, but he came up again without having reached the ground. A second time and a third time Wisakediak praised Otter and persuaded him to go down once more. When he returned the third time, he was so weary he could not dive again.

"You are a coward!" exclaimed Wisakediak. "I am surprised by your weak heart. Beaver, I know, can dive to the bottom of the flood. He will put you to shame."

Then he turned to Beaver, "You are brave and strong and wise. If you will dive into the water and bring me a bit of the old earth, I will make a good house for you on the new island. There you will be warm in the winter. Dive straight down, as a brave Beaver does."

Twice Beaver dived, and twice he came back without any earth. The second time he was so tired that Wisakediak had to let him rest for a long time.

"Dive once more," begged Wisakediak when Beaver had recovered. "If you will bring me a bit of earth, I will make a wife for you." To obtain a wife, Beaver went

Continued on page 56

The Beginning of the Cree World, continued from page 55

down a third time. He stayed so long that he came back almost lifeless, still with no earth in his paws.

Wisakedjak was so very sad. If Otter and Beaver could not reach the bottom of the water, surely Muskrat also would fail. But he must try. He was their only chance.

"You are brave and strong and quick, Muskrat, even if you are small. If you will dive into the water and bring me a bit of the old earth at the bottom, I will make plenty of roots for you to eat. I will create rushes, so that you can make a nice home with rushes and dirt."

"Otter and Beaver are fools," continued Wisakedjak. "They got lost. You will find the ground if you will dive straight down."

So Muskrat jumped head first into the water. Down and down he went, but he brought back nothing. A second time he dived and stayed a long time. When he returned, Wisakedjak looked at his forepaws and sniffed.

"I smell the smell of earth," he said. "Go again. If you bring me even a small piece, I will make a wife for you, Muskrat. She will bear you a great many children. Have a strong heart now. Go straight down, as far as you can go."

This time Muskrat stayed so long that Wisakedjak feared he had drowned. At last they saw some bubbles coming up through the water. Wisakedjak reached down his long arm, seized Muskrat, and pulled him up beside them. The little creature was almost dead, but against his breast his forepaws held a piece of the old earth. Joyously, Wisakedjak seized it and in a short time he had expanded the bit of earth into an island. There he, Muskrat, Otter, and Beaver rested and rejoiced that they had not drowned in the flood. Some people say that Wisakedjak obtained a bit of wood from which he made the trees; that he obtained some bones, from which he made the record race of animals.

Others say that the Creator made all things again. He commanded the rivers to take the salt water back to the sea. Then he created mankind, the animals of today, and the trees. He took from Wisakedjak all power over people and animals and left him only the power to flatter and to deceive. After that, Wisakedjak played tricks upon the animals and led them into much mischief. That is why the Indians tell many stories about him to amuse themselves during the long winter evenings.

Reprinted with permission from *Indian Legends of Canada*, pp. 7-9, by Ella E. Clark. Toronto: McClelland & Stewart, 1971.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Two, Lesson 39, pp. 82-83) Activity: "Sculpture Forms and Stories."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10i) Purpose: Record or document activities, people and discoveries. Concept 2A: Illustrate or tell a story; a narrative can be retold or interpreted visually.

Art in Action (Teacher's Manual Grade Two, Lesson 58, pp. 88-89) Activity: "Art in Illustrations."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 REFLECTION, Component 2) Assessment: Assess the use or function of objects. Concept C: Designed objects are made by man or machine.

Music and You (Teacher's Edition Grade Two, Unit 1, Related Arts, pp. 22-25) Activity: A Story Told With Music: A Special Related Arts Lesson; Two Ways Of Seeing A Picture, Two Ways To Hear A Story — "Beauty and the Beast."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Two Listening, Concept 11: Respond to phrases in music.

Explorations in Science (Level Two, Unit — It's Raining, It's Shining, p. 110) Activity: "An Imaginary Trip," pp. 131.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Two Emphasis: Science; Topic: Hot and Cold and Temperature.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Earth, Space, Time: Order and Time, Subject Matter—Events may be regular or irregular in frequency and order. Some events occur in sequences that have varying time durations. Some changes, such as freezing and melting are reversible, and others, such as rusting and rotting, are not reversible.

Extended Activity #1

Title: Tell Me
Subject Integration: Language Learning
Objective: Students will compose legends appropriate to their cultures.
Description: Review the term legend. Note that legends often explain how or why something happened in a culture, how some important change took place. Have students brainstorm ideas for writing legends (e.g., how the birch tree got its stripes, how the beaver got its tail, how the moose got its antlers). In pairs, have students select one idea appropriate to their culture, develop a legend based on it and illustrate the legend. Then compile the legends into a class book.

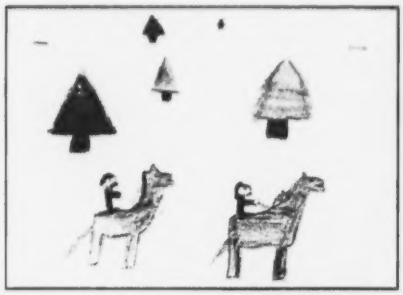
Support Activities #1

Title: The Changing Seasons
Subject Integration: Art, Language Learning, Science
Objective: Students will identify the characteristics of the seasons.
Description: Have students brainstorm the characteristics of each season. List their ideas on the chalkboard. Give students a blank "wheel" that has been divided into four sections. Have students complete the wheel by listing and/or illustrating several characteristics of each season in the appropriate square.

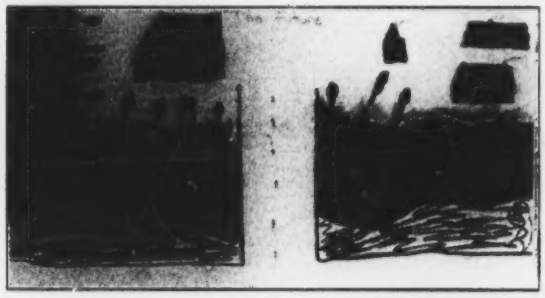
Title: Growth Chart
Subject Integration: Health, Language Learning, Math
Objective: Students will understand the physical feature of height.
Description: For each student, provide a large piece of paper that matches his or her actual height. Have students draw pictures of themselves on the pieces of paper. Arrange papers in order of height. Have students compare similarities and differences in height. Repeat the activity throughout the year. Ask such questions as: Who is taller than who? Who is the tallest in the class? Who is shorter than who? Who is the shortest? Repeat the activity throughout the course of the year so students can see how much they have grown.

Title: Community Time Line
Subject Integration: Art, Language Learning, Math, Social Studies
Objective: Students will practice interviewing to gather information and will become aware of changes in their community over time.
Description: Have students interview elders. Have them collect pictures of old and new things. Use specific examples like homes, transportation, clothing or jobs. Have students write descriptions of historic events on **index cards** along with the year in which they occurred. Have them read the cards aloud and discuss how they might illustrate the events. Have them create these pictures. Place the index cards with the pictures. If cameras are available, have students take pictures of people, places and events to make a scrapbook. Or try a classroom timeline. Post a **timeline** on a classroom wall and have students keep track of interesting events that take place each month of the school year.

TIMELINE



Leah Moberly,
Grade 3, Mistassiniy School



Daisy Gladue,
Grade 3, Mistassiniy School

INDEX CARD EXAMPLES

Louis Riel

Louis Riel was the leader of the Métis. He was born in St. Boniface, Manitoba, in 1844. He went to school and college and studied to be a priest. He changed his mind and became a teacher. He spoke English, French, Latin and Greek. He lived in the U.S. for a while. In 1844, he came back to Saskatchewan to lead the Métis in an uprising against the government over land. The Métis fought well but were defeated at Batoche and Louis was captured. He was hung on November 16, 1885.

Gabriel Dumont

Gabriel Dumont was born in the Red River area in 1837. He got his first gun because he was brave, and he named it "Le Petit". He was a good rider, shooter and buffalo hunter. He and Louis Riel led the Métis in the struggle against the government for land. When the Métis were defeated at Batoche, Gabriel went to the U.S. He came back in 1890 and lived at Gabriel's Crossing in Saskatchewan. He died there in 1906. He was brave, kind and a good leader.

From: *The Metis Makers*
Lana MacDonald and Grades 3 & 4 Students, J.F. Dion School
Story Tellers: Joan Daniels, Bertha Christensen, Elaine Ward

Question #2

When People Change Is There An Effect OnTheir Culture And Traditions?

(People)

Major Activity #2

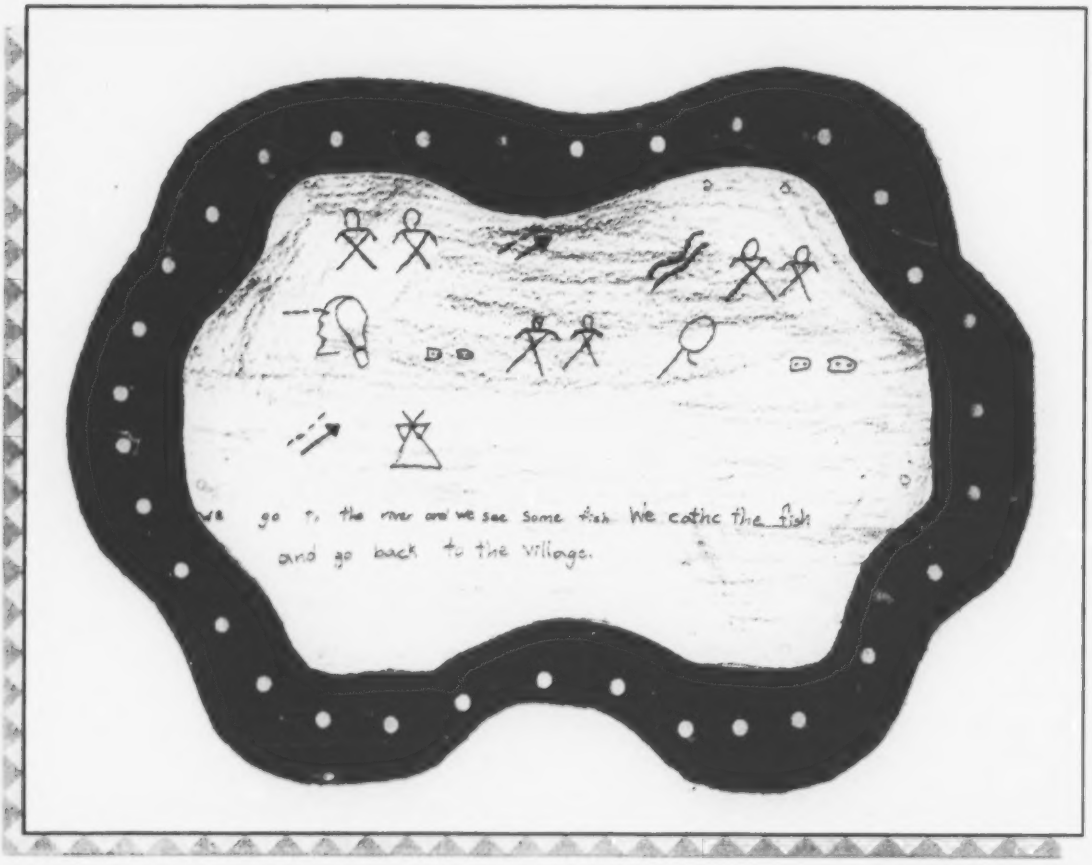
> "The world has changed so much that old people feel as strange in it as very small children do" (Chief Dan George, *My Heart Soars*, 1989).

Change is a natural process that cannot be stopped. We have no control over it. When people change, they decide what is truly valuable for survival and adapt this to their own culture. In this way, cultures are constantly evolving. When different cultures come into contact with each other, changes occur by way of mutual influence. A question one could ask is: How does an individual choose to be affected by change?

Title: Changes in a People's Language
Subject Integration: Language Learning
Objective: Students will understand that language undergoes change over time.
Description: The language of the Cree people has changed significantly since the arrival of Europeans. In the past, the Cree people had an oral tradition. Their values and culture were passed down from generation to generation by word of mouth. As they came in contact with Europeans, new ways of communication had to be found. Symbols were used to represent words. Eventually, the English language was learned by the Native people. How were the Cree affected by this

change? Much of the Cree language loses its meaning when translated into English. Because of this, the younger people are mixing Cree with English or are not retaining their native language.

Explain change in language. Read students a short passage and have them retell it using symbols, as in the example below. Write the passage on brown paper shaped like hide. Hole punch around the paper and string it to a twig frame so it looks like a stretched hide (Kato, 1990, p. 5). For example:



Robert Laboucan,
Grade 2, Atikameg-Sovereign School

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Two, Lesson 9, pp. 22-23) Activity: "Painting — Learning to Use Paints."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10i) Purpose: Record or document activities, people and discoveries. Concept 4B: Express a feeling or a message — specific messages, beliefs, and interests can be interpreted visually or symbolised.

Art in Action (Teacher's Manual Grade Two, Lesson 6, pp. 9-11) Activity: "Finding Shapes."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 DEPICTION, Component 4) Main Forms and Proportions: Learn the shapes of things as well as develop decorative styles. Concept C: Shapes can be made using different procedures, e.g., cutting, drawing, tearing, stitching.

Music and You (Teacher's Edition Grade Two, Unit 8, Lesson 1 • Core, pp. 192-193) Activity: "Focus: Contrasts."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Two Expression, Concept 8: Music may be fast or slow and may change from one to the other suddenly or gradually (tempo).

Explorations in Science (Level Two, Unit — Getting to Know Me, p. 212) Activity: "Model People," p. 232.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Two Emphasis: Technology; Topic: Building With A Variety of Materials.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Living Things and Environment: Environment, Subject Matter — Our environment includes all of our surroundings, both man-made and natural.

Extended Activity #2

Title: Contrasting Portraits
Subject Integration: Art, Health, Math, Social Studies
Objective: Students will appreciate aging as a physiological and a social process.
Description: In this activity categorization and grouping are used as ways of helping students order their knowledge about changes in physical characteristics during the aging process. Have students contrast the social importance of youths and elders in communities. Have them explore pictures of the faces of youths and elders and classify the characteristics of each. Focus on differences in line, shape and colour. Have students discuss the meaning and importance of portraits. Ask such questions as: Why do people have portraits done? How much of a person is shown in a portrait? Using construction paper and tempera paints, have students create portraits of elders and children.

Support Activities #2

Title: Changing Feelings
Subject Integration: Language Learning
Objective: Students will identify types of emotions and situations which involve strong emotions.
Description: Have students act out emotions individually, in pairs and in groups (e.g., child falls down and is hurt; favourite pet dies; child gets a new toy or dress). Have students participate in a dance. Ask such questions as: How did you feel then? How could you demonstrate that emotion? How do you feel when you listen to a piano? Violin? Drum? What range of emotions do you experience when you listen to music? Have students use facial expressions, body posture, and movement to respond to these questions. Then discuss how these facial expressions, body postures and actions change when emotions change.

Title: Dressing for Seasons
Subject Integration: Art, Language Learning
Objective: Students will demonstrate an understanding of appropriate dress for each season.
Description: Divide chart paper into four equal parts and label each section with the name of a season. Have students brainstorm answers for the question: What do I wear in spring, summer, fall, and winter? List the responses on the chart paper. Give students four pieces of paper, each of which represents a different season. On each piece provide an outline of a boy and a girl. Have students clothe the boy and the girl in dress appropriate to the season. Have the students design clothing that can be altered to make it adjustable when there is a change in temperature. Have them design their clothes by sketching their ideas in pencil on newsprint and then transfer these ideas to better quality paper.

Title: Pet Care
Subject Integration: Health, Science
Objective: Students will investigate appropriate methods of caring for pets as they age and as climates change.
Description: Discuss with students changes that take place in pets as they age. As well, discuss how we change our care for aging pets. Make a list of these changes. Then discuss the changes we make in our care for pets as seasons change. Have the students take the role of a member of an animal family (e.g., mother, father, daughter, son) and write a description of what everyone in the family does as the seasons change.

Question #3

How Does The Changing Of An Environment Alter A Culture And Its Traditions?

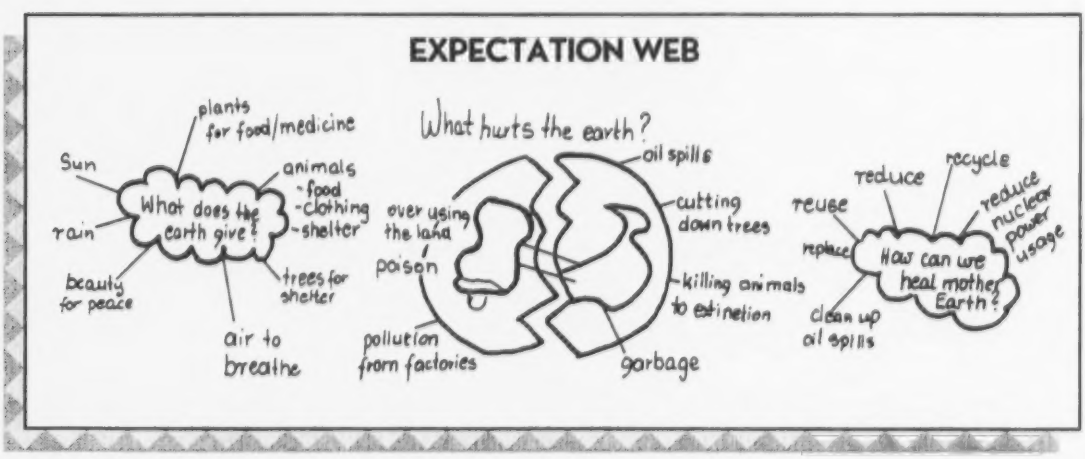
(Environment)

> "We are as much alive as we keep the earth alive" (Chief Dan George, *My Heart Soars*, 1989).

The changing of an environment alters the way a people behaves. Because we interact with the environment, we must change with its changes. We are partners walking down a path. We nurture and take from one another. To ensure survival of the whole, we must ensure survival of the parts. We, the Cree, were a nomadic people. We moved with the changes of the seasons and the migrations of the animals to ensure our survival.

Major Activity #3

Title: Healing Mother Earth
Subject Integration: Health, Language Learning
Objective: Students will examine their relationships with Mother Earth.
Description: Place an expectation web on the board for brainstorming. Ask this question: What does the earth give us? Write students' ideas on the chalkboard. Then, on a bulletin board, place a picture of the world with a crack down the middle, held together with a band-aid. Ask the question: What hurts the earth? Write students' ideas around the picture of the world. Place a second **expectation web** on the chalkboard. Ask the question: How can we heal Mother Earth? List students' ideas. For example:



Note: The earth is our mother. She provides for us, nurtures us, and ensures our survival. She has given us plants for food and medicines; animals for food, clothing, and shelter; and the trees for protection. In turn, we must give her praise and thanks for her bountiful gifts and take only what we need to survive. Taking too much or not caring for our mother rips at her seams, rips at her being.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Two, Lesson 27, pp. 58-59) Activity: "Art and Stories Collage."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10ii) Subject Matter: Develop themes with an emphasis on personal concerns, based on: Concept B: Environment and places.

Art in Action (Teacher's Manual Grade Two, Lesson 59, pp. 89-90) Activity: "Art in Gardens."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 REFLECTION, Component 1) Analysis: Notice commonalities within classes of nature objects or forms. Concept B: Natural forms are related to the environment from which they originate.

Music and You (Teacher's Edition Grade Two, Unit 3, Lesson 5 • Core, pp. 64-65) Activity: "Focus: Beat and Strong Beat; Indians at Harvest Time."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Two Rhythm, Concept 8: Beats may be grouped by accent (a stress in music). Singing, Concept 11: Sing many folk, ethnic, seasonal, and holiday songs.

Explorations in Science (Level Two, Unit — Up, Up, and Away! p. 164) Activity: "Space Shuttle Models," p. 184.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Two Emphasis: Science; Topic: Testing Building Materials.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Matter and Energy: Energy, Subject Matter — Heat, light, sound and electricity are commonly recognized forms of energy.

Extended Activity #3

Title: Different Communities Have Different Environments
Subject Integration: Social Studies
Objective: Students will compare changes that take place in other environments with those that take place in their own.
Description: Students will consider a community they have studied (e.g., Aborigines living in the Outback of Australia) and describe the environment surrounding that group of people. List students' ideas on chart paper, asking such questions as: What do you think aborigines wear, eat and live in? Have students think about their own community in the winter. Ask the same questions as before and write down the information gathered. Compare the two environments. Ask students: Does our behaviour change with the environment? If we took a plane from our community to the Outback of Australia, what would we do differently when we got there? What would we do that would be the same?

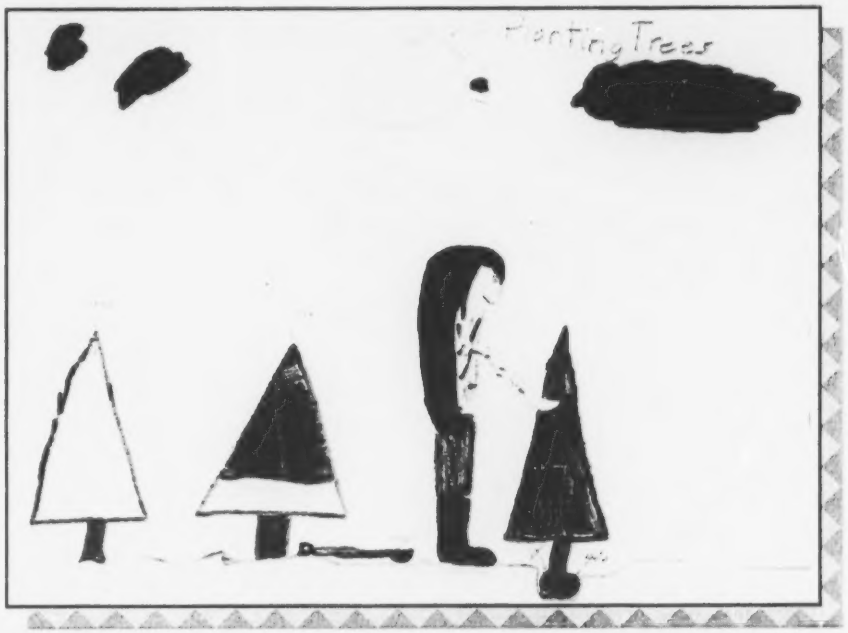
Support Activities #3

Title: Quilt of Memories
Subject Integration: Art, Social Studies, Language Learning
Objectives: Students will value the life experiences of an elder.
Description: Read books such as the following to the students: *The Patchwork Quilt* by Valerie Flournoy, The *Josefina Story Quilt* by Eleanor Coerr, or *The Keeping Quilt* by Patricia Polacco. Quilts can tell stories about the important changes and events in a person's life. Instruct students to interview an elder from their community. Have the students record nine important changes in the elder's life. Next have the students illustrate these changes on a piece of construction paper divided into nine squares. Glue the paper quilt onto a piece of fabric. Be sure the fabric is larger than the paper quilt so there is room for a border. (The fabric becomes a border.) Give this quilt of memories to the elder as a gift of respect.

Title: Painting Up a Storm
Subject Integration: Art, Science, Social Studies
Objective: Children will understand the weather characteristics associated with a storm.
Description: Have students compare weather characteristics on clear and stormy days. Focus their attention on colour, shape and light. Use magazine pictures and literature about storms to stimulate talk about the colours, sounds and rhythms of storms. Introduce the term mood. Talk about how shapes of things might change in a storm. Then discuss the colours and brush strokes students might use to paint a storm. Read a poem or story in which a storm is described. Have students paint the storm on construction paper using red, yellow, blue, black and white tempera paint.

Title: Planting Time
Subject Integration: Drama, Math, Science
Objective: Students will observe changes in their environment that result from human activity.
Description: Planting trees is one way to teach students appreciation of nature as well as ways to care for growing plants. Have a special day during which students plant trees (e.g., Arbour Day). Ask such questions as: What kinds of trees should we plant? When

should we plant them? The forestry or a tree nursery can supply the saplings and information about trees in your area. Note the progress of the trees over the year.



Angie Gambler,
Grade 3, Mistassiniy School

Question #4

Do The Changing Forms Of Matter Lead To Changes In A Culture And Its Traditions?

(Matter)

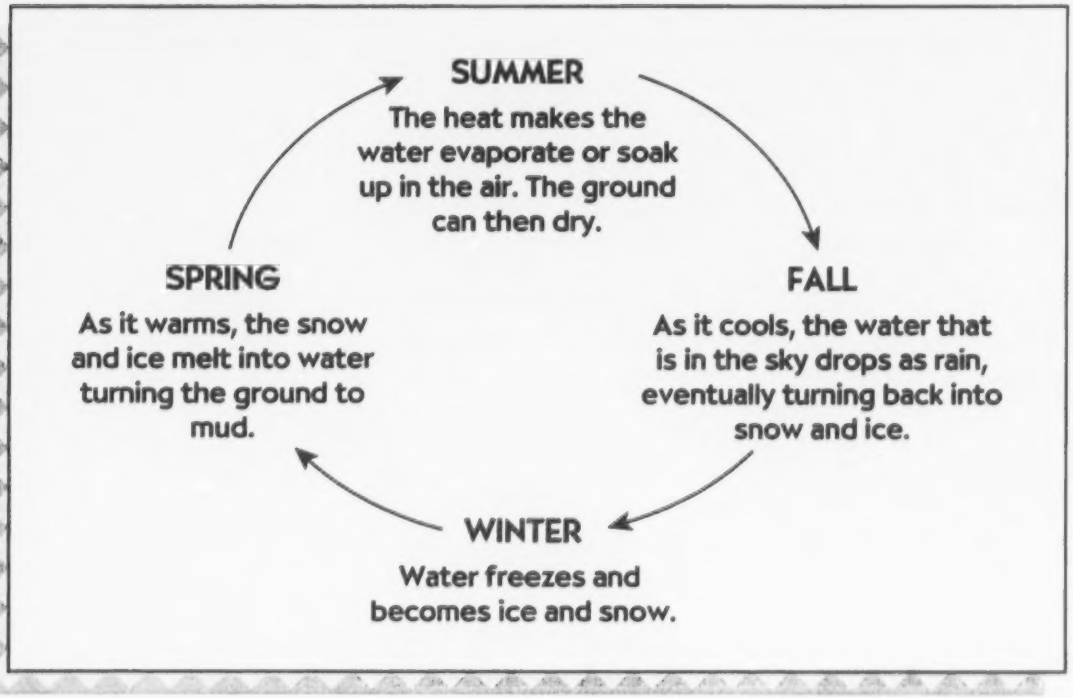
Major Activity #4

"The earth [is my] second mother. The earth and everything it contains is a gift from the [Creator] ... and the way to thank this Great Spirit is to use his gifts with respect" (Chief Dan George, *My Heart Soars*, 1989).

The changing forms of matter lead to changes in a culture and its traditions. Matter is anything that has weight, takes up space, and has mass. It is everything in the world around us. We use our senses to discover our world. We use our senses to find out about matter. Matter, like everything else, changes. These changes occur naturally or they are caused by people. They could be beneficial or harmful. In either case, adaptation to the changes must take place to ensure survival.

Title: Matter Changes with the Seasons
Subject Integration: Art, Science
Objective: Students will investigate changes in matter as seasons change.
Description: Have students review what matter is. Explain to students that matter

changes all the time. What are the changes that take place in water, for example, as it goes through seasonal change? Write ideas on the chalkboard to create a cycle, asking students to describe the changes.


SUMMER
The heat makes the water evaporate or soak up in the air. The ground can then dry.
FALL
As it cools, the water that is in the sky drops as rain, eventually turning back into snow and ice.
WINTER
Water freezes and becomes ice and snow.
SPRING
As it warms, the snow and ice melt into water turning the ground to mud.

Next, have students look at works of art or magazine pictures to see how weather is portrayed. Have them discuss how clouds form. Invite students to look at several pictures of landscapes selected from magazines. Ideally, each student should have a picture as a point of reference. Have students paint a scene with a sky that shows a particular kind of weather or climate. This activity can be done in tempera paint using appropriate colours and shapes of clouds to create a mood in the sky. Using the landscape pictures, show students how the sky and the ground are divided in a picture.

Note: Talk about the colours and textures in a stormy sky as compared with those in a crisp, clear winter sky. Look at other parts of the picture to try to understand the relationship between the sky and what people are doing and wearing. This allows students to see how the sky can tell us about the weather and how it influences people. Focus on clothing, houses and activities in the community. Have students paint a scene with a sky of their choice capturing a cold day, a rainy day, or a sunny, warm day. Have them include a person or people dressed for the kind of weather portrayed.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Two, Lesson 56, pp. 116-117) Activity: "Living with Art — Beauty in Your World."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 EXPRESSION, Component 10iii) Media and Techniques: Use media and techniques with an emphasis on exploration and direct methods in drawing, painting, print making, sculpting, fabric arts, photography and technographic arts. Concept A: Drawing — Use drawing tools to make a variety of shapes: open, closed forms; straight, curved forms; geometric (rectangles, squares, circles, and triangles) and free form.

Art in Action (Teacher's Manual Grade Two, Lesson 37, pp. 58-59) Activity: "Artists — Pictures of Places."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 REFLECTION, Component 1) Analysis: Notice commonalities within classes of natural objects or forms. Concept B: Natural forms are related to the environment from which they originate.

Music and You (Teacher's Edition Grade Two, Unit 5, Lesson 4, pp. 114-115) Activity: "Focus: Tone Colour of Classroom Instruments."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Two Playing Instruments, Concept 8: Play simple rhythmic patterns (the beat and divisions of the beat).

Explorations in Science (Level Two, Unit — Rock Talk p. 188) Activity: "Rocks Change," p. 205.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Two Emphasis: Science; Topic: Hot and Cold and Temperature.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Earth, Space, Time: Order and Time, Subject Matter — Events may be regular or irregular in frequency and order. Some events occur in sequences that have varying time durations. Some changes such as freezing and melting are reversible. Others, such as rusting and rotting, are not.

Extended Activity #4

Title: How Do People Change with the Seasons?
Subject Integration: Science, Social Studies
Objective: Students will reflect on relationships between seasons and change.
Description: Have students review how matter changes with the seasons. Place a circular diagram on the chalkboard labelled with the four seasons. Brainstorm for suggestions on how matter changes with the seasons. Jot down ideas. Introduce students to the idea of how people behave with the seasons. Ask such questions as: Do our behaviours change as the seasons do? Do our traditions change at all? If, for some reason, winter did not occur this year, what traditions for this season would we lose? Would we have to change some of our traditions? Why or why not?

Support Activities #4

Title: Popcorn
Subject Integration: Art, Health, Math, Science
Objective: Students will examine changes in matter and the conditions that cause them.
Description: Have students measure popcorn kernels. Make popcorn. Heat causes the kernels to change form. Brainstorm for other conditions that cause matter to change form. Have students draw before and after pictures.

Title: Chemical Classification
Subject Integration: Art, Science
Objective: Students will explore the qualities of chemical substances.
Description: Put these items on a display table: liquid soap detergent, toothpaste and baking soda. Discuss each item as a chemical substance. Classify each item according to colour, solubility (whether the item is a liquid, solid, or gas at room temperature and when heated) and smell. Have students record their observations and illustrate them.

Title: Cloud Study
Subject Integration: Art, Language Learning, Science
Objective: Students will recognize changes in matter that affect their environment.
Description: A good opener for this activity is to read the book, *The Magic School Bus,* by J. Cole. Have students do the actions. Have students view and draw various clouds and observe the build-up to varying weather conditions. Keep a daily weather diary or chart. Focus on repeating rhythmical lines to give a sense of moving clouds in the sky. Have students experiment with the different qualities of line that can be used to create the lines of clouds.

Question #5

How Do Changes In Animals Affect A Culture And Its Traditions?

(Animals)

Major Activity #5

> "The wolf has been driven from the land. Without him the wolf clan cannot celebrate the wolf ceremony. To lose a ceremony is to lose the past" (Chief Dan George, *My Heart Soars*, 1989, p. 41).

The Native people were hunters and gatherers. They lived on abundant plants and animals. They depended on the animals for survival. Animals provided the Cree with meat to eat, hide for clothing and shelter, and bones for tools. Because the Native people depended on the animals, they followed their migratory paths. One such animal was the buffalo. The Natives believed that "Nothing belongs to you, of what there is, of what you take, you must share" (Chief Dan George, 1989, p. 25). Because of this belief, ceremonies and dances were developed to thank the Creator for its gifts and ensure luck for the next hunt. When the buffalo became extinct due to the encroachment of the Europeans, many of the ceremonies, dances and celebrations became extinct too. Many skills were lost and a new animal had to be found to replace the buffalo that had been the life source of the Native Indian.

Title: Animal Legends
Subject Integration: Art, Language Learning
Objective: Students will become familiar with animal legends.
Description: Read aloud a legend in which an animal goes through a change. Ask questions like: What is the change? How did it happen? Why did it happen? Next, read a legend about a moose. Ask: Why is the moose important to the Cree Indians? What do they get from the moose? Brainstorm and discuss. Place ideas on chart paper. Now have students consider the shape of the moose. Have them use basic geometric shapes to capture the shape of the moose. When they have practiced with the moose shape, provide students with paper on which they can draw and write their stories. (If you wish, refer to *Keepers of the Earth* by Michael Caduto.)

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Two, Lesson 47, pp. 98-99) Activity: "How Artists Work — Creating Original Art."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 COMPOSITION, Component 9) Craftsmanship: Adding finishing touches. Concept B: Stepping back from a work helps in judging how it can be improved.

Art in Action (Teacher's Manual Grade Two, Lesson 42, pp. 64-65) Activity: "Drawing Outlines."

Alberta Education Elementary Art Curriculum Guide 1985 — Level One Grade 1 and 2 DEPICTION, Component 4) Main Forms and Proportions: Learn the shapes of things as well as develop decorative styles. Concept D: Animals and plants can be represented in terms of their proportions.

Music and You (Teacher's Edition Grade Two, Unit 3, Lesson 2 • Core, pp. 56-57) Activity: "Crescendo and Decrescendo — How Animals Sleep."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Two Expression, Concept 9: Music dynamics may change suddenly (accent) or gradually.

Explorations in Science (Level Two, Unit — Creatures and Crawlers, p. 238) Activity: "Making Yourself a Home," pp. 252-253.

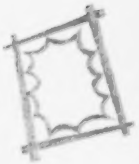
Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Two Emphasis: Science; Topic: Small Crawling and Flying Animals.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Living Things and Environment: Plants and Animals, Subject Matter — Plants and animals are living organisms. Plants and animals live in the habitat for which they are best suited.

Extended Activity #5

Title: Endangered Animals Become Extinct
Subject Integration: Language Learning, Science
Objective: Students will understand the concept of endangered species.
Description: Place the words *endangered* and *extinction* on the board. Discuss possible definitions of these terms. Place the definitions on the board. Have students look at the word *extinction.* Ask the students: Do you know of any animal that has become extinct? Write responses on the board. Read aloud the book *The Last Dinosaur* by Jim Murphy (1988). Discuss why animals become extinct. What changes happened around them? What happens when you cannot adapt to changes? Read the book *Endangered Animals* by Dean Morris (1977). Discuss why animals are becoming endangered and what people can do to stop this process. Then have students choose one of the following:

- Write a letter to your favourite dinosaur. In the letter, explain how the world has changed since their existence, how you feel now that the dinosaur is gone, and what you would like to do if the dinosaur came back. Include an illustration.
- Pick an animal that is part of an endangered species and create a poster that asks people to help save that animal.



General Delivery
Grade 2
Atikameg, Alberta
T0G 0C0

Dear Ankylosaurus,

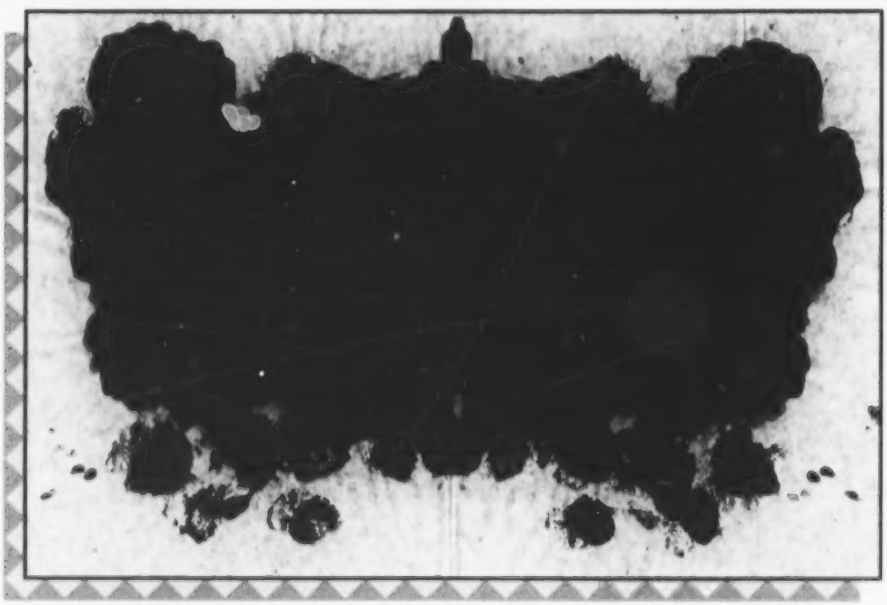
I wish you were here instead of in a book. It would be fun. We could play in the hot bright sun and pick flowers in the meadows. I'm sorry you're not here. My teacher said you died because the climate changed, food was scarce, and a great sickness came. She said that this was called "the great dying." Since you've been gone, scientists have been studying your fossils and remains. I have read many books about you and I saw a movie called "Land Before Time." I miss you.

Your friend,

Erin Grey

Support Activities #5

Title: From Cocoon to Butterfly
Subject Integration: Art, Language Learning, Science
Objective: Students will understand the life cycle of the butterfly.
Description: Use pictures of a caterpillar, pupae (cocoon), and butterfly to illustrate the life cycle of the butterfly. Introduce the term metamorphosis (complete cycle). Use crayons or paint to draw this cycle. Encourage students to describe the butterfly patterns and designs. Encourage them to draw several butterflies on white paper with wax crayons. Invite them to colour the patterns of the butterflies. Suggest that they draw some large butterflies. Have them paint the butterflies with different colours of tempera paint. (The tempera should be mixed to such a consistency that it peels away from the wax when it is applied with a brush.)



Butterfly Patterns
Leon Trindle, Grade 2, Kateri School

Title: Camouflage
Subject Integration: Science
Objective: Students will understand that some animals change colour as the seasons change.
Description: Display two pictures of squirrel pelts or those of another appropriate animal one to represent animal fur in the winter and the other, animal fur in the fall. Ask students why they think there is a change in colour and whether this is good or bad. Discuss what they think would happen if this change didn't occur.

Title: Adaptation of Animals
Subject Integration: Art, Language Learning
Objective: Students will distinguish changes over time by comparing the modern horse with the ancient or mythical horse.
Description: This activity works well in a fairy tale unit. Have students do an in-depth study of a knight's horse in King Arthur's day and compare it with a modern horse. Have them write a report comparing the two and draw pictures of both.

For the Educator

TITLE:

SUBJECT INTEGRATION:

OBJECTIVE:

DESCRIPTION:

VISUAL:

NOTES:

Design Your Own Activity

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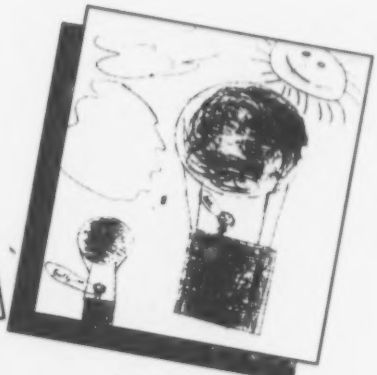
Grade Three

Movement (Patterns)

Jeffrey Noskaye,
Grade 3, Peerless Lake School



Leah Moberly
Grade 3, Mistassiniy School

Bradley Okemow,
Grade 3, Peerless Lake School

Ruby Croteau
(Grade Three Teacher,
Mistassiniy School)

WITH

Terry Fontaine
Jackie Sander
Shelley Willier

Philosophy

"Constant innovation, alterations, and diversions in the classroom create freedom within patterns of movement . . ."

Ruby Croteau

"Create an interactive learning environment, work together, share ideas, get up and move around, use everything in the environment to build bridges between student and theme . . ."

Terry Fontaine

Movement is an abstract concept to teach. To make it a viable, practical theme, a teacher must find an entry point into its organization. I look for a personal reference, experience, or memory of what movement means to me. At a later date, I ask my students to do the same, to brainstorm a definition of movement for themselves.

My best memories of my school years are of a teacher who wasn't afraid to be different and who accepted each of us for who we were. A different kind of teacher also left a lasting memory for me. He spent extra time with me when I needed it to understand a concept. Two very different teachers with different teaching styles who provided me with a non-threatening environment in which to move and learn! These two people influenced me in such a way that today my classroom environment gives my students freedom to explore, discover, think, and move.

My definition of movement is linked to the physical action of the body in any environment. I know that this definition can be further extended to include shifts in emotions, as in a change of mood (happy, sad) or the changes in one's thought (I like this, I don't like that any more). I find that I have a multitude of ideas to develop into activities. There is no one formula. I remind myself to remain flexible in the building of a theme.

In touching the lives of students I often begin with personal references to actual life experiences. This kind of teaching and learning can be likened to the development of a friendship between a teacher and a student in which many journeys are taken and pathways explored. The friendships that develop are a reciprocal sharing that creates and sustains a sense of pattern or community while encouraging innovation, alteration, or diversion. In this context, both teachers and students need a supportive environment in which to experience the world and to reflect on their experiences.

BORN TO LIVE

We have a right to live and not just to survive
though the road be long and the river wide
though the seasons change and the willows bend
though some dreams break some others mend ...

We were born to love, to be right and wrong
to be false and true, to be weak and strong
we were born to live, to break down the wall
and to know that life is to taste it all

Reprinted with permission: Lyrics from the song *Born to Live* by A. Mortifee/M. Legrande, Eskova Enterprises Ltd., Box 91699, West Vancouver, B.C. V7V 3P3 (604) 926-4602.

This lyric by Ann Mortifee from the song "Born to Live" expresses the possibility for the diverse experiences that await us. I've taken the concept of movement and connected it to my personal memories as a student. Connecting movement to my concrete experiences, I now have a personal affinity for my theme. I ask: What is movement? Why is movement an appropriate theme to teach Grade Three students? How do I help my students make a personal connection to this theme?

Since my teaching style is in a constant process of transition, I use a basic framework for organizing my theme units. I have theme units that integrate each subject area as much as possible; yet, I am bound by the curriculum requirements, so I have actual subject blocks. My themes are integrated to greater or lesser degree into each subject block. The overall purpose of using themes as an approach to teaching and learning is to provide opportunities for in-depth study of topics that are of interest to students and are supported by our curriculum guides.

My daily timetable looks something like this:

Language Learning/Theme	**Recess**	
Math (may be theme related)	**Social Studies (partially blended)**	**Lunch**
Health (partially blended)	**P.E. (may be theme related)**	**Recess**
Science/Art/Music/Drama (usually theme related)		

Introduction to Activities

"Movement is a process of life ... always flowing and changing... evolving around us and within us..."

Jackie Sander

"I like to support a teaching method that moves a child from what is familiar to the unknown. I love watching students move through experiences, unsure and unfamiliar with the concepts at first, and then become increasingly stronger as they move toward proficiency. The developmental movement of students in a classroom is remarkable to watch..."

Shelley Willier

Since I've taken my own personal memory and connected it to the theme of movement, I've decided to take the same approach with my students. I ask them to brainstorm their thoughts on the theme of movement. We create a concept map or web of their ideas. From the concept map, we pull out key ideas that make personal connections with them. I am prepared for the possibility that my students will come up with very different ideas from mine. Together, as students share their viewpoints, we explore the unknown and the unfamiliar.

LEARNING EXPECTATION QUESTIONS

1. **What is movement? How are patterns and movement related? (General Definitions)**
2. **What are the ways people make patterns when they move? (People)**
3. **What patterns of movement are there in the environment? (Environment)**
4. **What patterns are created when matter moves? (Matter)**
5. **What are the movement patterns of animals? What patterns do they leave behind? (Animals)**

Thoughts and ideas are whirling around. There is a vigorous exchange of old and new kinds of thinking. We've talked about many things, for example: movement in nature; footprints in the sand; leaves quaking in the wind; tree shadows dancing on the ground; muscular movement as we dance, jump and skip; water movement in flowing rivers; fish splashing; wind movement in tornados; storms; bird migration patterns; and changes in our thinking as we grow and develop. I need to take this abundance of thought and develop an introductory activity to help students make a concrete link between our collective brainstorming and the theme. Examples of the introduction activity are Friendship (Phase 1) and Friendship (Phase 2).

Title: Friendship (Phase 1)
Subject Integration: Art, Health, Physical Education
Objective: Students will explore the concept of bonds between self and another.
Description: Talk with students about friendship as movement in time and how we remember things about our friends. Ask such questions as: Can you remember things about your friend? Can you remember what you like about your friend? What do you and your friend like to do? After this discussion have students and their friends depict something they like to do (past experiences or present experiences) in an artwork.

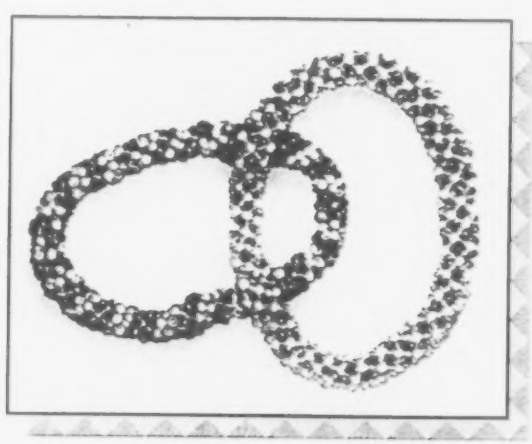
Discuss the setting in an artwork. The *Alberta Education Art Curriculum Guide* (1985) contains the idea of *setting* in one of its components. It goes something like this: Things can be made more interesting by placing them in a setting. I focus on what two friends are doing in a setting and I emphasize the importance of the setting. I show students how to make textures with wax crayons and ask them to create a picture using a variety of textures representing such things as grass, wood and clothes. I provide tempera paint in several colours. I mix the paint to a consistency of light cream so that when it is painted on the paper it resists the wax and creates a combination of colour and texture. I encourage students to paint shapes

of different colours rather than to use the paint as a one-colour wash.

Title: Friendship (Phase 2)
Subject Integration: Art, Language Learning, Social Studies
Objective: Students will reflect on friendship and legends and create a friendship bracelet.
Description: A community member and previous counsellor aide at Mistassiniy School, **Joyce Beaver**, has been invited into our classroom to share a legend or story about friendship and the values that one learns through friendships. We talk about how, as we move through changes in life, we experience different aspects of friendship. Friendships change over time. This discussion leads to the making of a friendship bracelet. We sew beads onto a strip of tanned moose hide about one-half inch thick in a bird walk or chain stitch pattern of three beads at a time. When the bracelet is finished, it is given to the person it was made for. We cement relationships and create memorable moments through material objects.

On completion of the bracelets, we discuss design elements in them. This leads to a discussion of how movement is depicted in art objects. For example, with the repetition of art elements like line, colour, shape and form, students can create patterns of movement in artworks.

The activities in this section range from the obvious (easy link to the concept, movement) and the not-so-obvious (stretching oneself to think of movement in a novel manner as in the above friendship example). Each activity focuses on problem-solving, discovery and thinking to assist students to find meaning in their world.



Drawing of Friendship Bracelet
Made by Joyce Beaver, Ruby Croteau and Grade 3 Students, Mistassiniy School

Question #1

What Is Movement? How Are Patterns And Movement Related?

(General Definition)

Major Activity #1

Title: Rhythm, Patterns, and Movement
Subject Integration: Art, Music, Physical Education
Objective: Students will examine relationships among musical sounds, movement, colour and form and will create a colourful movement-filled painting.
Description: Ask students to brainstorm answers to the question: What are examples of movement and rhythm? Point out that rhythm can be a sound, a beat, motion, line and texture (e.g., heart beat, drum beat, insects buzzing, rain splashing in puddles). Point out that any kind of movement can have repetition and rhythm. Discuss how repetition of colour leads the human eye and, in doing so, helps to create the feeling of movement or rhythm. Bring several musical instruments into the classroom. Instruct students to create a painting of movement by using certain colours assigned to each instrument. For example, when they hear a drum beat, they paint a yellow patch; a stringed instrument, a blue patch; a horn, a green patch. Swatches of colour lead the eye from one to another, thus giving the illusion of movement in an artwork.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Three, Lesson 47, pp. 98-99) Activity: "Rhythm in Pictures — Overlapping Shapes."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 EXPRESSION, Component 10i) Purpose: Record or document activities, people, and discoveries. Concept 4A: Express a feeling or a message; Feelings and moods can be interpreted visually.

Art in Action (Teacher's Manual Grade Three, Lesson 45, pp. 59-61) Activity: "Art That Moves."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 DEPICTION, Component 4) Main Forms and Proportions: Perfect forms and develop more realistic treatments. Concept A: Shapes can suggest movement or stability.

Integration/Enrichment Sources, continued on page 84

Integration/Enrichment Sources, continued from page 83

Music and You (Teacher's Edition Grade Three, Unit 3, Lesson 2 • Core, pp. 50-51) Activity: "Focus: Strong Beat and Meter."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Three Rhythm, Concept 10: Duration

Explorations in Science (Level Three, Unit — On the Move, p. 160) Activity: "Making Things Move," p. 168.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Three Emphasis: Technology; Topic: Structures.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Matter and Energy: Properties of Objects, Subject Matter — Objects can be identified, grouped and ordered on the basis of physical properties such as colour, hardness, size, shape, texture, mass, volume, smell and sound.

Extended Activity #1

Title: Temperature Patterns
Subject Integration: Math, Science
Objective: Students will understand that the sun is an essential source of heat energy, the rotation of the earth causes changes in temperature and the position of the sun is related to temperature.
Description: Ask students to read a thermometer to measure the temperature at three intervals throughout the day. Have them graph the information and identify patterns. Have them observe the position of the sun and relate that to the temperature. To follow the earth's movement around the sun, record the temperature each season for a period of time.

Support Activities #1

Title: Colour Depicts Movement
Subject Integration: Art
Objective: Students will use colour and form to depict a seasonal playground activity.
Description: Discuss playground activities with students. Talk particularly about movement. Discuss the colours of the season and how the juxtaposition of colours and lines suggests movement. Have students paint a picture of playground movement.

Title: Patterns in Writing Style
Subject Integration: Language Learning, Music, Physical Education
Objective: Students will investigate patterns and rhythm in language and relate that to body movement.
Description: Read aloud a poem in which there is a consistent language pattern (e.g., Brown bear, brown bear, what do you see?). Have students read the poem in chorus several times. Have them suggest body movements appropriate to the words. Perform the poem in chorus several times with body movements. Suggest improvements. Create a class pattern poem; then have students write their own pattern poems.

Title: Round Dance
Subject Integration: Music
Objective: Students will move to musical rhythms.
Description: Have students listen to the drum music of a round dance. Have students join hands and form a circle. Have them move in a counter-clockwise direction, stepping sideways with their left feet and sliding their right feet toward the left. Keep beat to the rhythm of the drums.

Question #2

What Are The Ways People Make Patterns When They Move?

(People)

Major Activity #2

Title: Fire!
Subject Integration: Art, Language Learning
Objective: Students will explore some causes of house fires and fire prevention and will understand how fires move in forests.
Description: House fires are more frequent at times of the year when heating is required. Students need to become aware of flammable materials, use of fire and fire prevention, and emergency practices. Have students brainstorm causes of house fires. Discuss prevention of fires and self-protection in a fire.

Then have students work with mixed media. Start with several warm-up exercises with marking pens. Demonstrate how the movement of the lines made by the marking pens shows the movement of fire. Have students fill pieces of paper with lines representing this movement. Talk about a fire racing through the woods. Use vivid language to suggest the movement of fire. Then have students consider how forests change from green to black as a result of fire. Tear green and black construction paper into pieces. Create a collage to show the transformation caused by fire in the forest. Use marking pens on the collage to show the race of the fire.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Three, Lesson 42, pp. 88-89) Activity: "Drawing Kinds of Transportation."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 EXPRESSION, Component 10i) Purpose: Record or document activities, people, and discoveries. Concept E: Local and provincial events can be recorded.

Art in Action (Teacher's Manual Grade Three, Lesson 55, pp. 74-75) Activity: "Patterns for Fabrics."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 DEPICTION, Component 5) Actions and Viewpoints: Select appropriate references for depicting. Concept A: Looking at negative shapes helps create a different view of something.

Music and You (Teacher's Edition Grade Three, Unit 1, Lesson 4, p. 9) Activity: "Focus: Pitch — do re mi (1 2 3)."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Three Singing, Concept 15: Continue vocal development, sing with expression and good enunciation.

Explorations in Science (Level Three, Unit — On the Move, p. 160) Activity: "Moving Along," p. 183.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Three Emphasis: Technology; Topic: Structures.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Living Things and Environment: Living Things, Subject Matter — All those things that require food and water, grow and reproduce are classified as living. Objects not having all of these properties are classified as non-living.

Extended Activity #2

Title: Floor-Size Multiplication Table
Subject Integration: Math
Objective: Students will use basic multiplication facts.
Description: On a large sheet of heavy paper make a floor-size multiplication table on which students can practice multiplication and division facts. Laminate this table and tape it to the floor in an appropriate place. A plain white or clear shower curtain can also be used, as can large sheets of manila tag or different coloured squares of construction paper. An option is to create a full-size number line for younger students to use for addition or subtraction. An integer line might be used for older students.

Student practices multiplication and division facts.

Floor-size multiplication table.

Support Activities #2

Title: Playing with a Ball
Subject Integration: Art, Language Learning
Objective: Students will understand that cooperation is needed in playing ball games.
Description: Discuss with students some of the rules of softball. In pairs, have the students discuss what would happen in a ball game if one of the players did not cooperate with the others. Have each pair write and illustrate a story about this. Then have students share their stories with the rest of the class. Discuss the importance of cooperation in ball games and in life.

Title: Shadow Stepping
Subject Integration: Language Learning, Math, Science
Objective: Students will relate the movement of the sun to the positions and lengths of shadows.
Description: Have students observe their shadows. Have them move and change their shadows. With partners, have them trace their shadows with chalk on the sidewalk. Make sure they trace their feet. Have them come back later and stand in the same place to see where their shadows have moved. Have students draw a diagram of the movement, focusing on the angle between the two shadows.

Title: Body Movements and Emotions
Subject Integration: Art, Health, Physical Education
Objective: Students will explore and demonstrate relations between feelings and body movements.
Description: Have students talk about people's emotions or feelings. Involve them in role-playing activities. Ask for volunteers. Have them act as if they were angry, happy, sad, scared, shy, etc. Have them discuss body movements associated with different emotions. Have students draw cartoon strips illustrating emotions and body movements.

Question #3

What Patterns Of Movement Are There In The Environment?

(Environment)

Major Activity #3

Title: Movement of Air
Subject Integration: Art, Language Learning, Science
Objective: Students will observe the effects of a vacuum.
Description: This activity works best as a demonstration or as an experiment. Use a large plastic pop bottle and about half a cup of very hot water. Pour the water into the bottle and fasten the cap down quickly. Let the bottle cool. Have students observe and discuss what happens. Explain that there is more air pressure outside the bottle than there is inside. As a result a vacuum is created inside the bottle and the sides of the bottle collapse. Have students write this up as an experiment and draw the bottle before and after.

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Three, Lesson 23, pp. 50-51) Activity: "Living with Art — Painting About the Weather."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 REFLECTION, Component 1) Analysis: Make distinctions within classes of natural objects or forms. Concept C: Earth and water forms reveal many variations.

Art in Action (Teacher's Manual Grade Three, Lesson 50, pp. 68-69) Activity: "What Does a Desert Look Like?"

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 REFLECTION, Component 1) Analysis: Make distinctions within classes of natural objects or forms. Concept E: Change in natural forms occur over time.

Music and You (Teacher's Edition Grade Three, Unit 8, Lesson 9, p. 204) Activity: "Focus: Dynamics."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Three Expression, Concept 10: Changes in dynamics add to the effect of music.

Explorations in Science (Level Three, Unit — Super Structures, p. 268) Activity: "The House That Will Not Blow Down — Making Models," p. 289.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Three Emphasis: Technology; Topic: Structures.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Matter and Energy: Energy, Subject Matter — Heat, light, sound and electricity are commonly recognized forms of energy.

Extended Activity #3

Title: Wind Movement
Subject Integration: Art, Science
Objective: Students will make wind chimes and observe the effects of air movement.
Description: Have students bring different kinds of wind chimes to school and identify the different sounds they make. Then have them make their own wind chimes using such materials as nails, bottle caps, curtain hooks, thread spools, coat hangers, yarn, canvas thread and fishing twine. Have students hang the wind chimes outdoors and observe the effects of wind on the chimes.

Support Activities #3

Title: Stages of Motion
Subject Integration: Art, Language Learning, Music
Objective: Students will demonstrate and draw body movements.
Description: Have students in pairs move rhythmically to recorded music and imitate each other's movements. Have students take turns drawing their partner's movements. Divide a sheet of paper into six squares and have the students draw stages of the movement. Discuss with students the positions of their arms and legs as they move. Talk about the body positions at the beginning of the movements and at the end of the movements. If the students have difficulty observing the different stages, use a kitchen timer to stop and freeze the actions throughout the movements. Next, have students create movements which depict a storm, an earthquake and a balloon tossing itself across the landscape. Instruct the students to record these movements.

Title: The Changing Surface of Objects
Subject Integration: Art, Science
Objective: Students will understand that the movement of the sun across the sky affects the appearance of objects.
Description: Place a box and a ball on a table in a darkened room. Circle a strong light or flashlight over each of them. Then move the light slowly over a person's head. Discuss how a light source creates highlighted shapes and contrasting sharp shadows that move across the surface of the object as the light moves. Note changes in texture and colour.

Have students calculate the angle of the sun as it falls on objects in magazine pictures or photographs. As well, have students determine the light sources. Then have them draw a landscape on a large piece of construction paper and establish the light source as it falls on objects in the drawing. Provide tempera paint in primary colours and black and white. Have students mix dark and light colours on a palette made from the top of a large plastic ice cream bucket. Encourage them to find and paint the dark shadowy areas as well as the light airy areas in the landscape.
Note: In the late 19th century Claude Monet, a French painter, demonstrated in his work how the angle of the sun in the sky determines the texture and colour of objects. He enjoyed painting haystacks, water, and buildings at different times of the day. If you wish, refer to the book *Linnea in Monet's Garden* by Christina Björk and Lena Anderson.
Note: *In this activity students are not asked to copy magazine pictures of landscapes but to use them as points of reference in composing their own landscapes.*

Title: Trees
Subject Integration: Drama, Language Learning
Objective: Students will create actions appropriate to the words of a poem.
Description: Read aloud a poem or story about trees. Have students think of trees in a forest. How do they move? Elicit such answers as back and forth, side to side, swaying. Read the poem or story again. Have students create actions to accompany it.

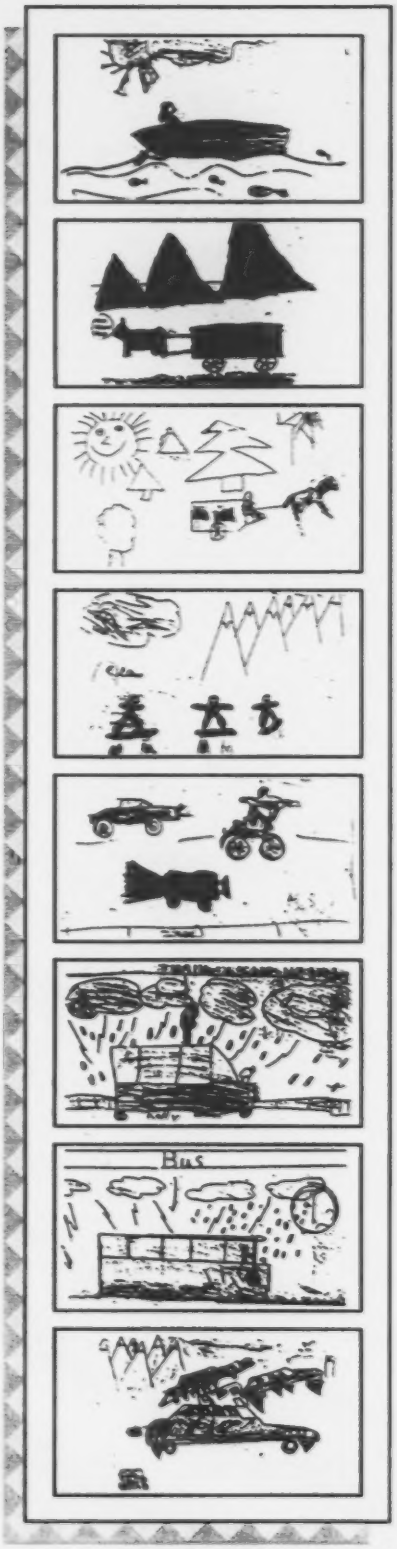
Question #4

What Patterns Does Matter Create When It Moves?

(Matter)

Major Activity #4

Title: Transportation Over Time
Subject Integration: Art, Science, Social Studies
Objective: Students will become aware of the ways people and goods move from place to place.
Description: Discuss past, present, and future forms of energy. Brainstorm transportation modes in different periods of time. Have groups of students choose one time period and create a mural of transportation modes for that time.
Note: Doing a mural creates an opportunity to emphasize composition and how the parts of the mural must be made to work together. Emphasize that every major part of a composition must be interesting in itself.



Ruby Croteau and Grade 3 Students, Mistassiniy School

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Three, Lesson 51, pp. 106-107) Activity: "Sculpture — Clay: A Funny Sculpture."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 EXPRESSION, Component 10ii) Subject Matter: Develop themes, with an emphasis on social concerns based on Concept A: Environments and Places.

Art in Action (Teacher's Manual Grade Three, Lesson 36, pp. 48-49) Activity: "Art That Tells Time."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 REFLECTION, Component 3) Appreciation: Interpret art work be examining their context and less visible characteristics. Concept F: Art serves societal as well as personal needs.

Music and You (Teacher's Edition Grade Three, Unit 7, Related Arts, pp. 170-171) Activity: "Carnival of the Animals."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Three Listening, Concept 18: Recognize the instruments of the four families of the orchestra: string, woodwind, brass and percussion.

Explorations in Science (Level Three, Unit — Super Structures, p. 268) Activity: "Tower Power — Making Models," p. 280.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Three Emphasis: Technology; Topic: Structures.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Living Things and Environment: Plants and Animals, Subject Matter — Plants and animals are living organisms. As living things, all plants and animals grow, require food, water and air, respond to their environment and reproduce their own kind.

Extended Activity #4

Title: Living by the River
Subject Integration: Art, Language Learning, Social Studies
Objective: Students will become aware of life in waterside communities.
Description: Attach sheets of mural-size paper to the classroom wall. Create two large rivers, the Athabasca and the McKenzie. Divide the class into small groups and designate each one a community. Have students think about what goes on in each community and how each one is connected to other communities and to the wilderness. For example, when canoes and boats were put on the rivers where were did the people go and what did they do? Have each group plan activities for their community and depict them on the paper. Have each student assume the name of a person in the community and write a story of the life of that person. Have them concentrate on their character's movement from community to community.

Support Activities #4

Title: Characters in Action
Subject Integration: Art, Language Learning, Social Studies
Objective: Students will draw action portraits of people who lived when communities near the Athabasca and McKenzie Rivers were settled.
Description: Collect pictures of costumes people wore when settlements grew up along the Athabasca and McKenzie Rivers. Talk about painted portraits and their importance at a time when people did not have cameras. Have each student assume the role of an artist who has been asked to paint an action portrait of a character of that time. Have them paint the portrait. Remind students to pay special attention to clothes, hair and beards. Share the pictures with the whole class.

Title: Windmills
Subject Integration: Art, Science
Objective: Students will expand their understanding of movement and wind power.
Description: Have students make windmills out of paper and place them on the end of a pencil. Have them run with the windmills and watch the movements the windmills make. Have them take the windmills outside on a windy day and stand still. Have them talk about what causes the windmills to turn. Finally, have them decorate their windmills and note the patterns formed as the wind turns them.

Title: Personal Motif
Subject Integration: Art, Language Learning
Objective: Students will understand that repetitive, alternating and flowing lines and shapes are used to create patterns and rhythm in a drawing.
Description: Explain to students that heavy, thin, horizontal, vertical and diagonal repeating lines and shapes are used to suggest movement in a drawing. Have students use lines to draw several of the following: parallel lines in a hair comb, bicycle wheels in a parking lot, water ripples in a puddle, ocean waves rushing against a large rock, tornadoes sweeping across the landscape, curves in a seashell, birds splashing in a bird bath, planes flying over the landscape, and bricks in a building. On the playground, have students use lines to draw other forms they see in the environment. Back in the classroom, instruct students to create a personal motif from the combination of line and shape drawings they have accumulated.
Note: Tell students that this motif could be considered as important as their signature because it represents something special about who they are.

Question #5

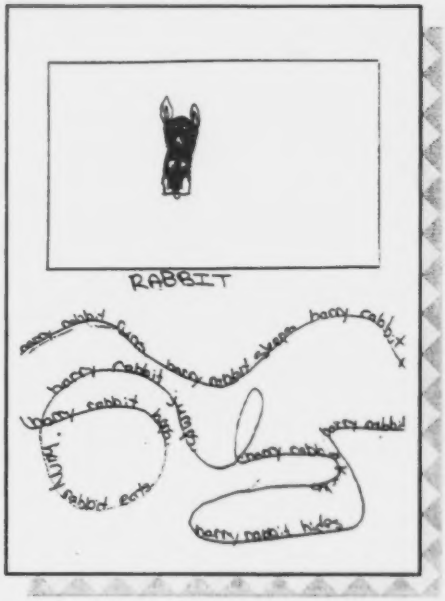
What Are The Movement Patterns Of Animals And What Patterns Do They Leave Behind?

(Animals)

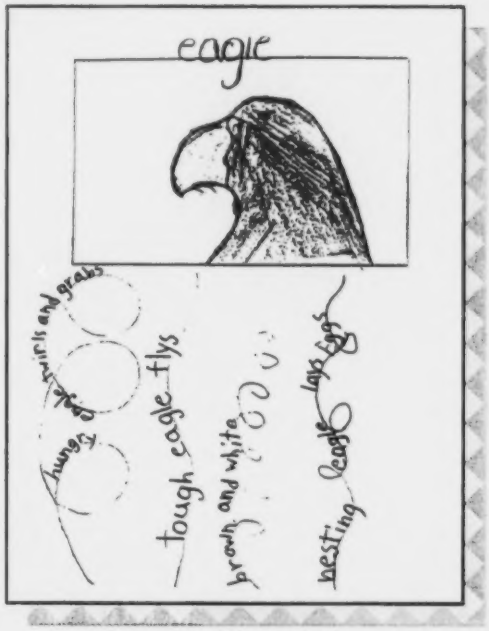
Major Activity #5

Title: The Rabbit Has Rhythm
Subject Integration: Drama, Language Learning

Objective: Students will use brainstormed nouns, verbs and adjectives to write poems about animals.
Description: Have students identify all the animals in their community. In small groups, have them pick an animal and list words that describe it. Have them imitate the movements that their animals make. Then have them classify the animals' names as nouns, their movements as verbs and their qualities as adjectives. Finally, have students write poems containing the classified words.



Erica Yellowknee,
Grade 3,
Mistassiniy School



Sam Houle,
Grade 3,
Mistassiniy School

Integration/Enrichment Sources

Discover Art (Teacher's Edition Grade Three, Lesson 1, pp. 6-7) Activity: "Drawing — Ideas for Artwork."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 COMPOSITION, Component 8) Unity: Create unity by interrelating the parts of the composition. Concept A: The parts can be arranged so that movement in the picture space leads the eye around and not out of the picture area.

Art in Action (Teacher's Manual Grade Three, Lesson 33, pp. 44-45) Activity: "Animals Can Be Smooth."

Alberta Education Elementary Art Curriculum Guide 1985 — Level Two Grade 3 and 4 DEPICTION, Component 5) Action and Viewpoints: Select appropriate references for depicting. Concept B: Drawing Strategies (such as gesture to capture action, contour to study important edges, and massing to show bulk or weight) are helpful in depicting animate forms.

Music and You (Teacher's Edition Grade Three, Unit 5, Lesson 1• Core, p. 92) Activity: "Focus: Grouping Instruments — Strings."

Alberta Education Elementary Music Curriculum Guide 1989 — Grade Three Listening, Concept 18: Recognize the instruments of the four families of the orchestra: string, woodwind, brass and percussion.

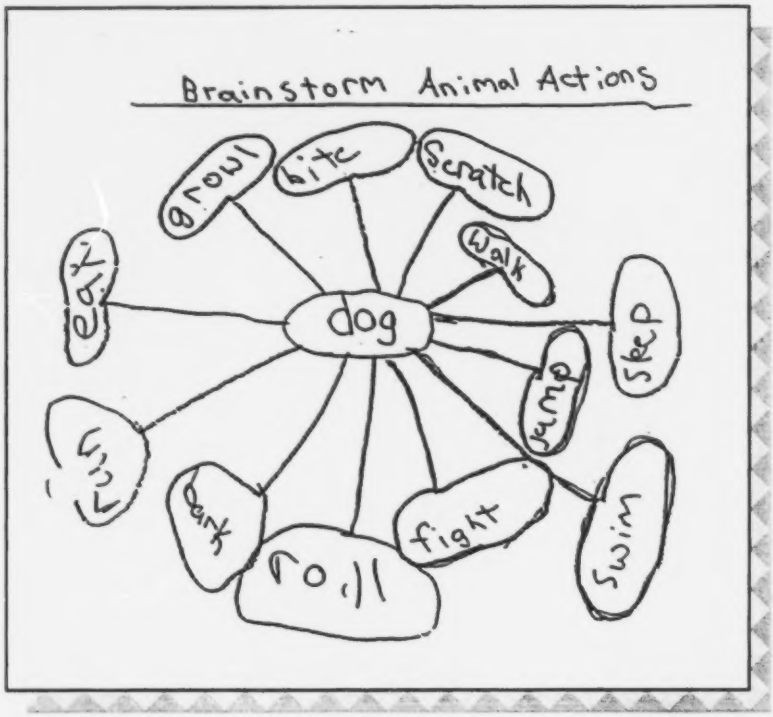
Explorations in Science (Level Three, Unit — High Fliers, p. 82) Activity: "It's a Plane, It's a Bird ..." p. 90 *or* "Along For the Glide," p. 98.

Proposed Alberta Education Elementary Science Program of Studies 1994 — Grade Three Emphasis: Technology; Topic: Structures.

Alberta Education Elementary Science Curriculum Guide 1983 — Division 1; Living Things and Environment: Plants and Animals, Subject Matter — Plants and animals are living organisms. As living organisms, all plants and animals grow, require food, water and air, respond to their environment and reproduce their own kind.

Extended Activity #5

Title: Recognizing Animal Movements
Subject Integration: Language Learning
Objective: Students will recognize that animals move in different ways.
Description: In groups of three or four, have students choose several animals and brainstorm the ways these animals move. Then have them draw a web and insert the brainstormed ideas in appropriate categories. Have them share their webs with the whole class.



Sherry Noskiye,
Grade 3, Mistassiniy School

Support Activities #5

Title: Animals in Their Surroundings
Subject Integration: Art, Language Learning
Objective: Students will portray animal movements using simple lines and shapes.
Description: Have available magazine pictures of animals in action. Demonstrate on the chalkboard how animals can be reduced to simple lines and shapes which help us understand how animals move. Distribute pictures to students. Drawing directly on these pictures with a pencil, have students reduce the animal forms to simple lines and shapes. Then have them draw their animals in white chalk on coloured construction paper guided by and using the simple lines and shapes on the magazine pictures. Discuss how the context and surroundings in which the animals are

located are important because they provide information about the animals. Using pastels, have students fill in the areas surrounding the animals they have drawn on the construction paper. Encourage them to vary strokes, textures and intensities of colour through pressure on the pastels.
Note: The use of pastels opens up a whole new world of texture and colour exploration. Student-quality oil pastels are frequently less expensive than crayons.

Title: Cartooning
Subject Integration: Art, Language Learning, Social Studies
Objective: Students will understand how human figures move in space.
Description: Demonstrate on the chalkboard how the form of a moving person can be reduced to simple lines and shapes. Have students draw in pencil directly on magazine pictures of people in action to reduce the human figures to simple lines and shapes. Examine and discuss popular, multiple-framed, comic strips to discover how figures are made to appear to move in time and space. (This is done by repeating the figure while altering the position of such parts as arms and legs.) Have students experiment on newsprint using basic lines and shapes to create their own cartoon characters. Have them show the characters in action (falling, flying, running) by moving the basic shapes and lines of the limbs.
Note: In a follow-up activity use the above procedure to focus specifically on how the lines and shapes on the face move to convey facial expression. As well, have students make a four- or five-frame cartoon that shows their original character in action.
Cartooning: Cartoons are meaningful to children because they are part of their everyday culture and children usually enjoy looking at cartoons. The expression (or suppression) of our feelings is an important issue in our society and learning to express emotions in an acceptable and appropriate manner is a vital aspect of participating in society. The balloons in a cartoon or strip offer an opportunity for children to consider what their character thinks and says.

Title: Animal Movements
Subject Integration: Physical Education
Objective: Students will understand how animals move.
Description: In the gym, have students pretend to be animals and create various animal movements. For example, say to students: "Pretend you are a cat getting up from a nap. Stretch out like a cat. On all fours, try to lower your chest and touch your throat to the floor. Arch and curl your back while stretching. Keeping your hands on the floor, push your body back so you are sitting on your legs and heels. Slowly stretch out your legs and arms like a cat." Then have students draw animals in the poses they have experienced. Finally, discuss muscles the animals would use in these positions.

For the Educator

TITLE:

SUBJECT INTEGRATION:

OBJECTIVE:

DESCRIPTION:

VISUAL:

NOTES:

Design Your Own Activity

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Flash Card Critiques

by Dr. Pat Rafferty

Flash Card # 1

For the young child expression is direct and spontaneous and is done in half the time that the older child takes to do art. Since art is a tactile experience for the young child his/her art often shows the pleasurable feeling of repeated scribbling. The young child's drawing often expresses less than the child really knows about things when the child is caught up with the tactile feeling of the tools. This young artist is caught up in the feeling tone of what these two figures are doing and so the need for detailed information is not important (i.e. eyes, lashes, nose).

Miranda Cardinal, Father R. Perin School, Grade Early Childhood Services
Medium:Wax Crayon, Pencil

Flash Card # 2

At age six Candace like other children of this age range use objects as aggregates of simple shapes. The snowman and the human figure becomes defined by repeating similar shapes. Collage done by tearing shapes from paper offers an excellent opportunity for children to create basic shapes which when assembled on paper represent the child's view of the world. Representational colour (pumpkins are orange) is of less importance to the child of this age range.

Candace Courtielle, Elizabeth School, Grade One
Medium: Paper

Flash Card Critiques

by Dr. Pat Rafferty

Flash Card # 3

In any creative learning activity, we never quite stop playing especially when materials such as those used in art encourage exploration. This young child learns the potential of paint to stimulate her imagination in a tactile way.

Deva Ominayak, Little Buffalo School, Grade One
Medium: Water Colour

Flash Card # 4

Extending ideas through themes, and making links with the rest of the curriculum, has to great a learning potential to be missed. In this work of art the child reflects on and portrays the passing of time using the seasons. The child benefits by being encouraged to link one idea with other ideas.

Tyler McGillivray, Paddle Prairie School, Grade One
Medium: Pencil Crayon, Felt Marker

Flash Card Critiques

by Dr. Pat Rafferty

Flash Card # 5

After hearing the legend of the beaver, the otter and the muskrat Tanya is motivated to come up with a unique portrayal of the struggle of the beaver to reach the bottom of the lake. Tanya is given opportunity to use the ideas she gleaned from a legend to recreate in art what is vital to her.

Attending to this special event with the beaver includes not only what Tanya took in when she heard the story but what she gives out in this work of art.

Tanya Laboucan, Atikameg-Sovereign School, Grade Two
Medium: Pencil Crayon

Flash Card # 6

Brittany's work in pastel is a celebration of colour! Children from the age of 6 to 9 years begin to make their art more elaborate. Although she might know the true colour of portrayed objects Brittany chooses colour for its emotional appeal much as the artists Ted Harrison and Roy Vickers do. The use of bold colours and exaggerated lines make for an elaborate portrayal of the landscape. A teacher might use Ted Harrison's art to discuss with children the difference between the symbolic and personal use of colour.

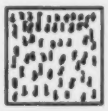
Brittany Burgess, Clarence Jaycox School, Grade Two
Medium: Pastel

Flash Card Critiques

by Dr. Pat Rafferty

Flash Card # 7

Eleasha vigorously and enthusiastically uses the entire surface of the paper to include combinations of related objects. Her crayon strokes are animated and this way of texturing each object brings the picture together. A simple demonstration by the teacher of the possible variety of textures to be invented using crayons is enough to set children off on a path to exploration and discovery.



Eleasha, like other children her age strives to capture the feeling - tone and ambiance of the day with vigorous strokes and is less interested in reproducing mirror images of the original object.

Eleasha Lehr, J.F. Dion School, Grade Two
Medium: Pencil Crayon, Wax Crayon

Flash Card # 8

Anthony reflects on fire, flammable materials and the destruction left behind when fires go unattended. In Anthony's art the movement of fire is made real by the repeated shapes and colors of flames licking at the house. The fire is made centre of attention by making the house and the flames the largest objects in the work of art. Teachers can help children deal with events through the special visual qualities of art.

Anthony Cardinal, Mistassiniy School, Grade Three
Medium: Pencil Crayon

Artwork Critique Sample

Student Reflection

- What do I see in this artwork?
- How is this artwork organized (colour, texture, shape, dots, line, balance, rhythm, emphasis, space, etc.)?
- How do I feel about this artwork?
- What materials did the artist use?
- What techniques did the artist use to produce this artwork?

Teacher Reflection

- What do I see in this artwork?
- How is this artwork organized (colour, texture, shape, dots, line, balance, rhythm, emphasis, space, etc.)?
- How do I feel about this artwork?
- What materials did the artist use?
- What techniques did the artist use to produce this artwork?

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Flash Card #1
Miranda Cardinal, Father R. Perin School, Grade Early Childhood Services

Medium: Wax Crayon, Pencil

Flash Card #2
Candace Courtielle, Elizabeth School, Grade One

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Medium: Paper

Flash Card #3
Deva Ominayak, Little Buffalo School, Grade One

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Medium: Water Colour

Snowman and Snowflakes

Butterflies and Flowers appear

Leaves changing colours on trees

Giant Swimming pool with a slide

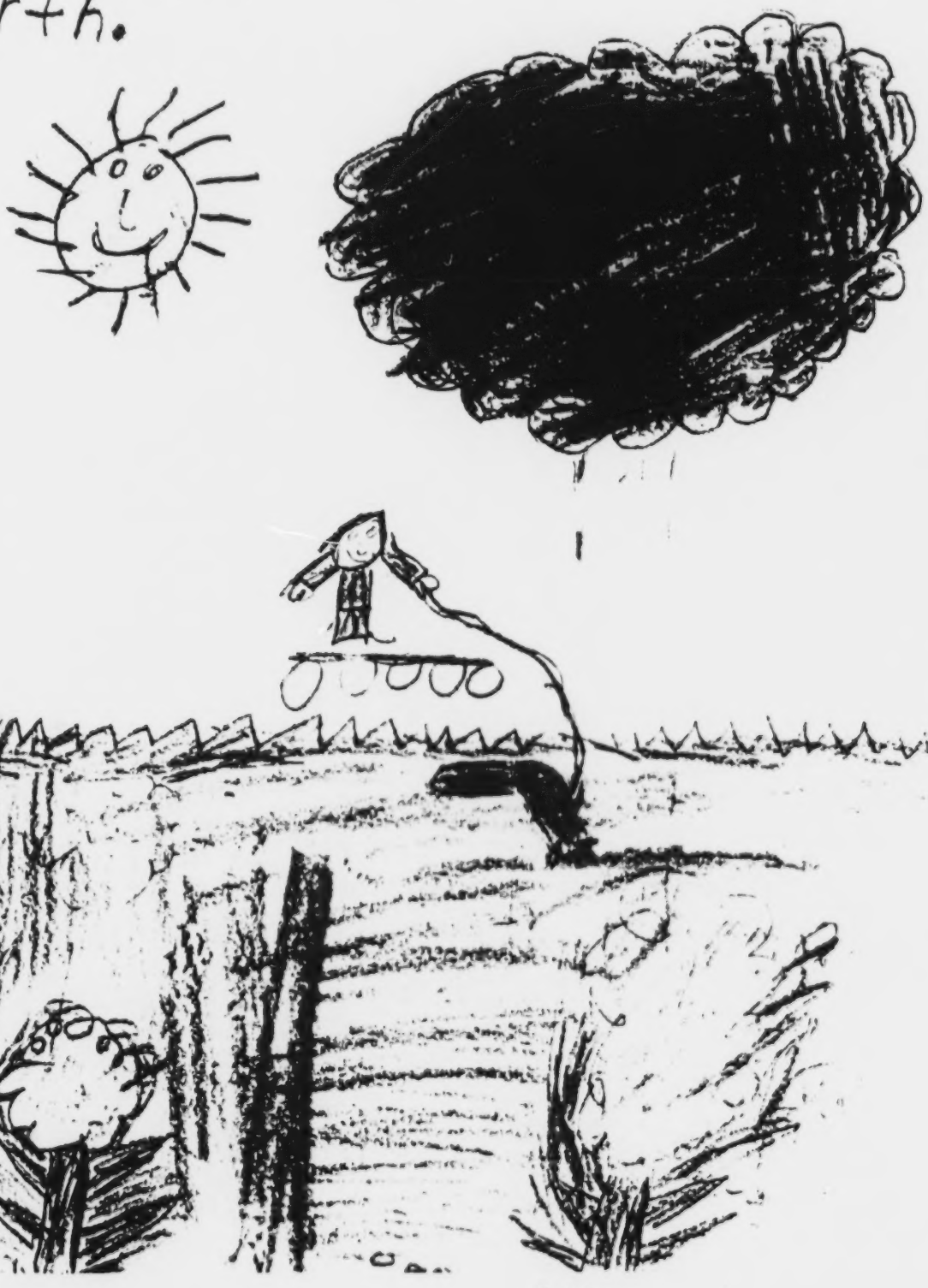
Flash Card #4

Tyler McGillivray, Paddle Prairie School, Grade One

Medium: Pencil Crayon, Felt Marker

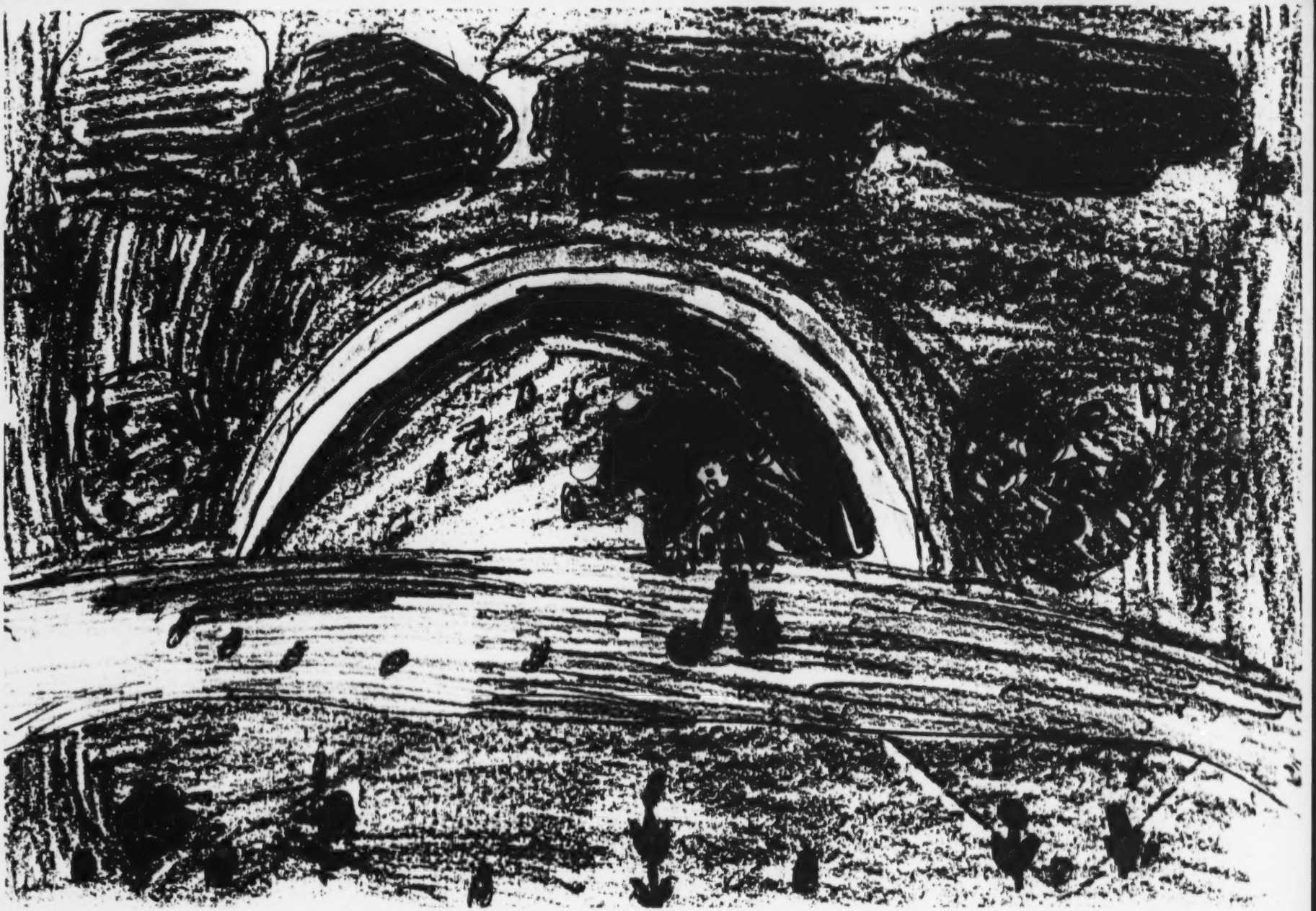
TANYA

The beaver couldn't reach the Earth.



Flash Card #5
Tanya Laboucan, Atikameg-Sovereign School, Grade Two

Medium: Pencil Crayon



Flash Card #7
Eleasha Lehr, J.F. Dion School, Grade Two

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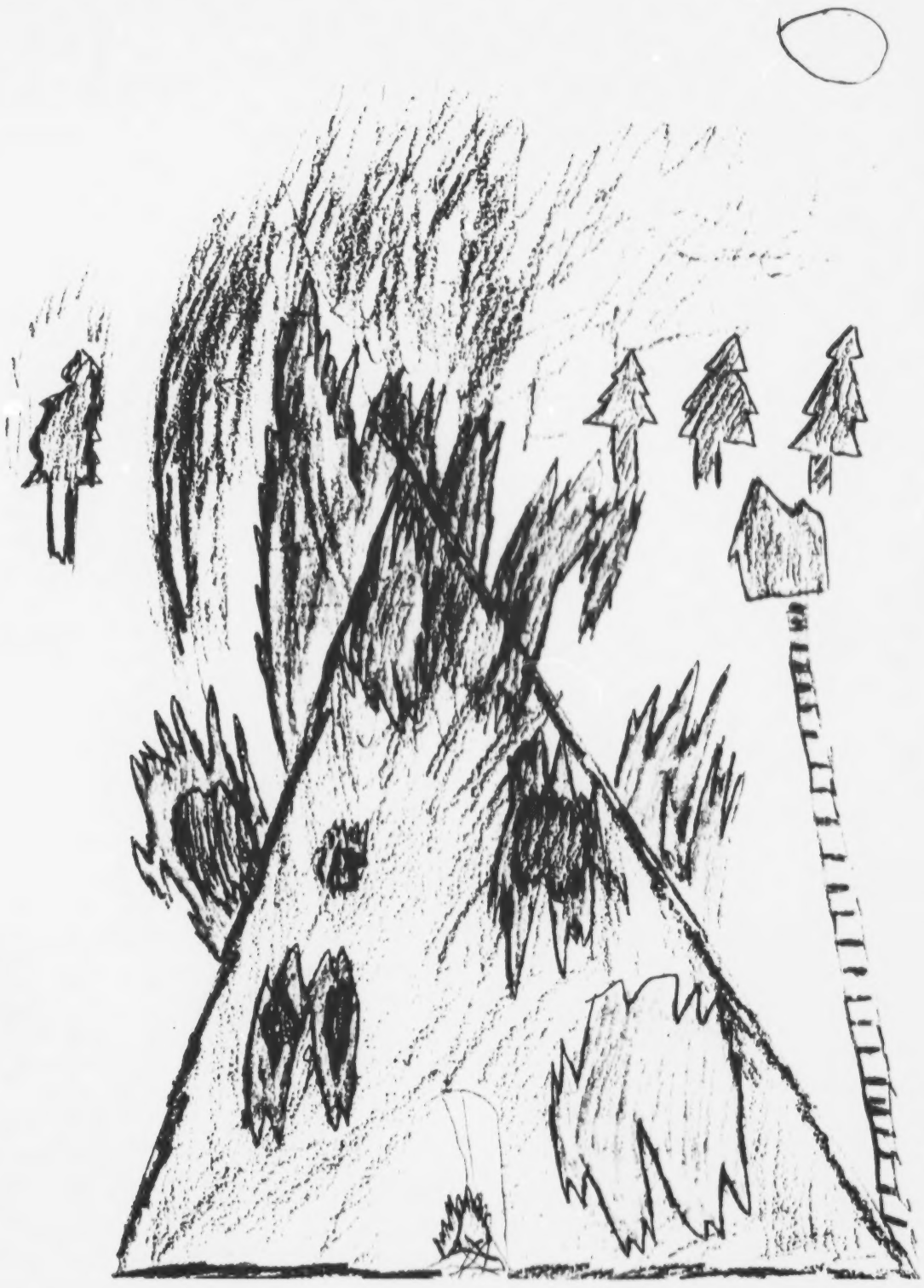
Medium: Pencil Crayon, Wax Crayon



Flash Card #8
Anthony Cardinal, Mistassiniy School, Grade Three

Medium: Pencil Crayon

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Flash Card #6
Brittany Burgess, Clarence Jaycox School, Grade Two

Medium: Pastel